

The **AGRICULTURAL EDUCATION** *Magazine*

VOLUME 28

OCTOBER, 1955

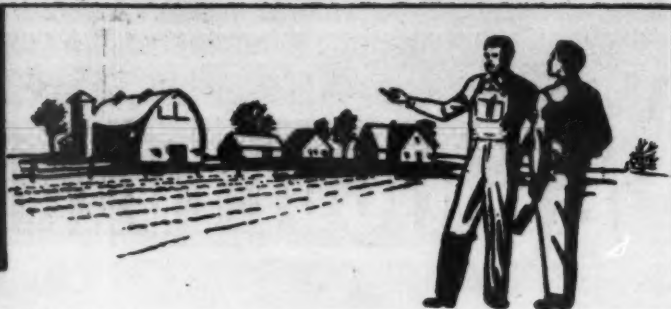
NUMBER 4



Picture legend on page 91

Featuring— **Knowing Your Pupils**

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

THE INTERSTATE  DANVILLE, ILL.

MANAGING EDITORS

W. A. Smith, Cornell University, Ithaca, New York,
Editor
W. Howard Martin, University of Connecticut, Storrs, Connecticut
Consulting Editor
Henry Ross, Texas A. & M. College, College Station, Texas
Business Manager

SPECIAL EDITORS

CENTRAL

J. N. Weiss, University of Illinois, Urbana, Illinois
H. J. Sweany, Michigan State College, East Lansing, Michigan

NORTH ATLANTIC

H. R. Cushman, Cornell University, Ithaca, New York
S. D. McMillan, Dept. of Education, Charleston, West Virginia

PACIFIC

S. S. Richardson, Utah State College, Logan, Utah
H. A. TenPas, Oregon State College, Corvallis, Oregon

SOUTHERN

R. H. Tolbert, University of Georgia, Athens, Georgia
O. L. Snowden, Mississippi State College, State College, Miss.
J. C. Atherton, University of Arkansas, Fayetteville, Ark.

AT LARGE

Max Lampo, 101 West Grand, Neosho, Missouri
Teachers
A. H. Krebs, University of Illinois
Book Reviews
J. K. Coggin, North Carolina State College, Raleigh, N. Car.
Photography
H. N. Hunsicker, U. S. Office of Education, Washington, D. C.
Vocational Division

SPECIAL REPRESENTATIVES

North Atlantic, John A. Snell, Augusta, Maine
Central, Ernest L. DeAlton, Fargo, North Dakota
Pacific, Jack Ruch, Laramie, Wyoming
Southern, E. W. Garris, Gainesville, Florida
N.V.A.T.A., Robert Howey, Newark, Illinois

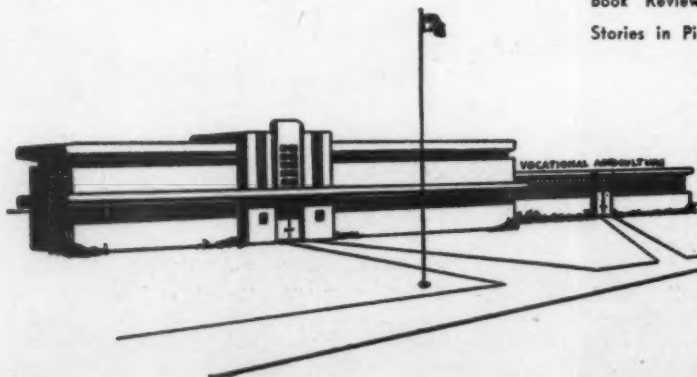
EDITING-MANAGING BOARD

John A. Snell, Maine; E. L. DeAlton, North Dakota; Jack Ruch, Wyoming; E. W. Garris, Florida, acting ch'm.; S. F. Peterson, North Carolina; W. T. Spanton, Washington, D. C.; M. N. Abrams, Texas; Robert Howey, Illinois; Henry Ross, Texas; W. H. Martin, Connecticut.

Contents

Editorials

Guidance Is Essential in Vocational Agriculture.....	75
Glenn Z. Stevens.....	
One Key to Your Success.....	75
Adjust to Student Needs and Interests.....	76
Robert A. Campbell.....	
Know Your Students.....	77
A. Gordon Nelson.....	
To Improve Your Teaching Climate.....	78
Robert J. Loughry.....	
Home Visits Are an Educational "Must".....	79
Andrew J. Smith.....	
Home Visitation.....	81
J. C. Atherton.....	
Start With the Boy—Not the Enterprise.....	83
C. C. Scarborough.....	
Discipline—Problem and Opportunity.....	84
Alfred H. Krebs.....	
Pupil-Teacher Relationships.....	85
Milton E. Jenkins.....	
The Characteristics of Pupils Enrolled in All-Day Classes in Vo-Ag in California.....	86
S. S. Sutherland and O. E. Thompson.....	
Classroom Management.....	88
Clifford V. Brown.....	
A School Experiments.....	89
Parker N. Bridges.....	
Is Problem Solving a Lost Art?.....	90
H. A. TenPas and R. J. Agan.....	
Providing a Background for Learning.....	91
R. H. Tolbert.....	
Changes in the Magazine Staff.....	91
News and Views of the Profession.....	92
Evaluation of Student Teachers' Conference.....	93
J. N. Weiss.....	
Vo-Ag Department Publishes a Community Paper.....	94
Tips That Work.....	95
Book Reviews.....	95
Stories in Pictures.....	96



Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

Editorials

Guidance is Essential in Vocational Agriculture

GLENN Z. STEVENS, Teacher Education,
Pennsylvania State University

To be able to stand at the shoulder of the student and look forward through his eyes into the purposeful, real life problem situations he considers worth doing something about is a priceless fundamental of a good teacher. It doesn't stop there, you will say, because it is also the teacher's responsibility to create in the student an ever-widening awareness of new goals that are desirable, specific, immediate, and attainable.

You may call this guidance, or think of it as instruction—just good teaching. Whichever, it involves the complete act of learning. It is the student who purposes, plans, executes, and evaluates. The result is a new, changed individual better prepared to tackle the next learning experience.

Administrators in today's reorganized community schools are establishing guidance departments and hiring one or more staff members with adequate professional training. It is the positive, constructive, formal way to bring the total personality development of each student to a central position as the core of the educative process. It is making every teacher, citizen, community organization, and parent realize the vocational, social, emotional, and moral functions of education as well as the traditional training in subject matter (information), culture, and citizenship.

The guidance directors are finding teachers of agriculture ready to do more than their part as the active involvement of the entire school staff is enlisted in the coordinated program of pupil personnel services. One head counselor recently said, "Our Ag instructors have two natural advantages—they visit the homes of their students, and they work with the same boys continuously year to year." He could have gone on to say that the development of individual farming programs is based on ultimate successful establishment in a vocation. Membership in the FFA and, later, the YFA provides a balanced sequence of broad leadership training and social and civic growth toward maturity.

Teachers of agriculture should become acquainted, rapidly and thoroughly, with the central office system of individual cumulative record files being set up by the guidance director. They can lead the way in making intelligent use of the results of the standardized tests which are administered. They should take advantage of referral services for problem cases needing expert attention.

The agriculture teacher will increasingly realize the importance of his own cumulative record folder for each student. In Pennsylvania, we have recently printed a *Young Adult Farmer Activity Record* folder to go with the high school student folder that has been in use for a number of years. One side of each of these 8½ x 11 file folders lists personal, family, leadership, and organization activities; the other side is for the student's farming program. Administrators have been quick to approve the cumulative record folders, especially with young and adult farmers, as the most tangible evidence that the programs represent systematic instruction.

(Continued on page 82)

One Key to Your Success

Few concepts are more important in their influence upon the effectiveness of instruction in vocational agriculture than the one featured in this issue of the *Magazine*. We refer to the theme announced on the cover page and the idea to which most of the articles which follow have been directed. Knowing your pupils is a prime essential to effective instruction in any subject and at any level of teaching, but for the teacher in vocational agriculture there is no substitute. We are happy to present in the following pages the views in support of this contention supplied by Guidance Counselors, School Administrators, and College teachers, as well as by Vo-Ag teachers. While each has taken a somewhat different approach to the concept as a whole there is an encouraging thread of agreement which all of us will do well to heed.

The need for understanding of the learner begins for the teacher in vocational agriculture well ahead of the enrolling of the boy in the curriculum. In this respect the Vo-Ag teacher has a responsibility differing in degree from that of teachers in non-vocational subjects. The teacher in English, Social Studies, Science, and other so-called academic subject fields can assume that the boy or girl who comes into his classes belongs there. These fields of knowledge meet needs that are common to every pupil, at least in their more elementary levels. This does not mean that such teacher has no need for knowing many things about the pupil as background for teaching him. But, unlike the teacher in a vocational program, he is much less dependent on knowing how the pupil came to be enrolled in the class, whether he belongs, and what facilities he has for participating in the program. Herein lies a primary distinction between vocational and non-vocational instruction. How well we illustrate this distinction in teaching vocational agriculture depends to large extent upon how well we get to know our pupils before our formal instruction actually begins, and how well we heed that knowledge in our classroom activities.

It must be admitted that there can be very excellent teaching in agriculture, just as in any subject, by any teacher who will make it a point to understand his pupils' interests, abilities, home backgrounds, and many of the other kinds of characteristics referred to in the articles in this issue of the *Magazine*. There comes to mind a teacher who does these things exceptionally well, and he has made a very favorable impression in his community, in his school, and among his pupils as a teacher of agriculture. He actually radiates a spirit of helpfulness to pupils. Bearing the label of a teacher of vocational agriculture, his application of this spirit of helpfulness to students is largely in the field of agriculture. He is succeeding as a teacher of agriculture, and no doubt about it. But is it *Vocational Agriculture*? What is the distinction? Doesn't it lie first in the extent to which the teacher has ascertained the desire of the pupil to prepare for a vocation in agriculture which requires preparation for farming as a necessary quali-

(Continued on page 80)

Adjust to student need and interests

There are many ways and means

ROBERT A. CAMPBELL, Vo-Ag Instructor, Groveland, Florida



Robert A. Campbell

farming programs.

A teacher usually uses the summer months to visit prospective students, whom, as a rule, he doesn't know very well. On these home visits, the teacher has an excellent opportunity to get acquainted with the family and to gain their confidence. If he can do this on his first visit he has done exceptionally well. It usually takes several visits to really get to know the family. Of course, it is necessary to know the farm to which the boy has access and on which he will carry out his farming program. You can't really know the student unless you know his farming situation. So many boys have limited facilities. The teacher needs to know this before he starts helping the boy plan his farming program. Some of these prospective students may not have what it takes for a successful vocational agriculture program and should possibly be guided into other courses.

A Continuous Process

The student already taking agriculture should not be neglected. He continually needs help as he carries out various agricultural enterprises. There are always many new problems arising on which he will need advice and help. In many cases encouragement will help the boy and, if he does not get it, he becomes easily discouraged when things do not run smoothly. The home visits are also necessary to see that the boy is actually doing what he reports that he is doing. Occasionally a student may have but a minor part in the farm enterprise and possibly the father is actually the owner and manager of the project. If the boy is to learn to keep accurate records and to gain managerial experience and, at the same time, make some money for himself, the entire program should be explained to the father so his cooperation can be secured. These visits are also necessary in order to check on improvement projects and supplementary farm jobs done. These two things are very important in order to have a complete farming program. As a rule, much emphasis is placed

on the productive enterprises while the improvement projects and supplementary farm jobs are somewhat neglected by both teachers and students. A good visitation program will enable the teacher to guide the boy toward a better all-around program and, at the same time, give him more interest in doing a good job.

FFA Reveals Interests

Another way to know your pupils is through various Future Farmer activities. I find that most boys are good in something that the FFA has to offer. It may be one of the contests; maybe judging, softball, parliamentary procedure, speaking or the string band. As you work with the boys in these activities, you get a better understanding and knowledge of them.

Pupil-teacher relationship is important in that you have to be friendly and able to get along with the students and at the same time not get on the same level with them. It is necessary to show interest in them and often discuss their problems and activities. By so doing, they will come to you for counselling and guidance. Telling jokes and associating on the same level sometimes cause discipline trouble later in the classroom. Each individual teacher must decide just how far he should go in this business of teacher-pupil relationship. In working with children, one prominent educator once said, "It is not what you do, but oh! how you do it, and it is not what you say, but oh! how you say it!"

Help From Others

As a rule, agriculture teachers work with both adults and boys out of the classroom. They get around over the community and know what is going on. This puts them in a good position to act as a sort of public relations man and build up good will toward the entire school program. A teacher who does this can get the cooperation both of the other teachers in the school and of the people in the community. This is almost essential in that so many times the agriculture teacher must call on other departments and teachers to aid him in certain phases of the agricultural program. He also must call on other people in the community in times of need to carry out various activities listed in



Interests and abilities of pupils can be discovered and developed through a variety of extra-class activities such as the demonstration represented in the picture above of the Groveland, Florida, FFA team and the materials used in a culling and egg-grading demonstration.

the FFA program of work. It is certainly nice to have friends to call on, both in and out of school, when needed.

Even though there are many ways of working with and knowing your pupils, the classroom is the place where it becomes very important, where reference material is found, where the student digs out knowledge for himself, and where conclusions are reached. There his academic work is done. Environment has a lot to do with learning, so a well organized classroom should be set up. Good housekeeping by both the student and teacher is important. Poor housekeeping and poor management and organization of supplies and materials seldom lead to good learning situations.

Understanding Related to Aids and Procedures

Teaching requires many aids and techniques to make it accomplish the most and maintain the proper interest on the part of the student. Some schools have all kinds of aids, such as motion picture projectors, film strip machines, tape recorders, recording machines, various charts, and all kinds of reference materials. Where many of these are not available, the teacher must rely on techniques of his own and the use of physical resources in the community. For example, when teaching a job on culling chickens, he should bring in live chickens to show the difference between layers and non-layers. A story to illustrate a point can be used. Arousing competition in doing things is my idea of a technique in teaching. Keeping students busy doing the right things usually requires the combination of all the resources available. Maybe we are depending on aids too much, but teaching would be very difficult without them.

Knowledge of Pupils Related to Testing

The shop, the classroom work, the land laboratory plot, the home project program, and the FFA are the 5 parts

(Continued on page 82)

You need to - - -

Know your students

in order to counsel with them

A. GORDON NELSON, Professor of Educational and Vocational Guidance,
Cornell University

EXPERIENCED counselors and teachers believe that if they are to help students they must know something about them as individuals, and about the situational factors that affect their behavior. The kind and amount of information needed depend upon the counseling problem presented. The freshman who is obviously having no difficulty in high school, and who merely inquires whether it would be desirable for him to take General Science before he enrolls in Biology, probably does not present a counseling problem that requires the making of a case study. In quite a different category is the junior who is worried because he is failing vocational agriculture, and upset because the other boys in his FFA Chapter openly display their hostility toward him. When a teacher or counselor has an initial interview with a student, he is immediately faced with the question: what kind of information and how much information about this individual do I need in order to be of assistance to him?

It is not always easy to answer this question. The problem first stated by a counselee may not be the real problem or the only one. Knowing this, experienced counselors, in their search for clues as to the nature and scope of a difficulty, often employ techniques such as the following:

1. They ask the student to tell his story, and then listen to what he says without interrupting him, without commenting on what he says, and without becoming embarrassed by short periods of silence.
2. To indicate that they are listening attentively and understandingly, they may say "Mm-mm" or "I see" at appropriate times during the student's recital.
3. When it becomes clear that the counselee has "run out of thoughts," they may encourage him to furnish further details by asking questions that cannot be answered by a mere "Yes" or "No." Examples: "Would you care to tell me a little more about your difficulty?" "What has led you to believe that you ought to change your vocational objective?" "Just how do you feel about this FFA situation?"

All these techniques suggest that a good counselor cultivates the ability to listen. "Probably the greatest mistake of beginning interviewers is their tendency to talk the client into a coma. . . . Generally speaking, if the interviewer talks considerably more than one-half the time, that interview will be less productive than the one in which the client talks more than one-half the time."¹

Assume that at some time during the initial interview the teacher reaches the conclusion that either he or someone more skilled in counseling must gather a considerable amount of information about the individual who faces him, before he can help that person very much. What types of information might be needed? What are some of the sources of such information?

Types of Information Needed

Most of the many specific items commonly included in cumulative-personnel-record and case-study forms may be subsumed under eight broad rubrics. The teacher will find it helpful to memorize the eight headings listed below, because the recall of these will usually, by association, lead him to think of specific items which he might otherwise overlook in his search for factors that may have a bearing on the counseling problem presented. It is particularly desirable to have such a list well in mind during an interview, as an unseen guide to potentially profitable areas of exploration.

1. *Problem(s) and Needs of the Individual* (as perceived by the counselee, the counselor, and others).
2. *Physical Factors* (health, energy, endurance, defects, etc.).
3. *Abilities* (scholastic aptitude, special abilities, special disabilities, etc.).
4. *Interests* (likes, dislikes, hobbies, extracurricular activities, etc.).
5. *Affective Factors* (values, effort, stability, motives, social adjustments, etc.).
6. *Educational Factors* (school history, level of achievement, study habits, etc.).
7. *Socio-Economic Factors* (family background, financial status, farm conditions, etc.).
8. *Vocational Factors* (work experience, occupational goal, etc.).

Some Sources of Information

There are many sources of such information. One, as has been indicated, is the interview itself. The amount, reliability, validity, and relevance of

data collected during an interview depend in part upon the counselor's skill in establishing rapport and in phrasing questions. Also, upon his awareness of, and his ability to guard against being misled by, psychological factors that make it very easy for him to misconstrue interview behavior. One of these factors is the "halo" effect, the tendency of one or two outstanding traits of an individual to overshadow others. Thus, a very neat and courteous student may make such a favorable general impression that one fails to observe that he has other characteristics that are not so desirable. Or, a counselee's interview behavior may not be a representative sampling of his usual behavior. A student who appears in an interview to be a paragon of virtue may be a son of Satan in other situations. And, of course, the counselor's own biases, conscious or subconscious, may greatly affect his appraisal of an individual.

Test results often provide useful information about an individual, provided they are wisely interpreted. Those who have had extensive experience in the use of psychological tests are keenly aware of their limitations as well as of their values. The teacher of vocational agriculture who knows little about such tests should get interpretations of results from colleagues or others who are qualified to make such interpretations.

The student's cumulative record card or folder, which is ordinarily kept in a central office file but is available to faculty members, is often a fecund source of information. If it has been kept over a period of years, it is particularly useful, for it then gives a developmental (rather than just a cross-sectional) picture of an individual.

Personal documents such as themes, autobiographical sketches, and letters may reveal facets of an individual's personality. So may observations made in the classroom and in the field. So,

(Continued on page 80)



Vo-Ag teachers need to know the problems and needs of their pupils to advise with them about enrolling in vocational agriculture and to develop a training program if they decide to enroll. A significant part of such knowledge about pupils is obtained out in the farm environment which will furnish the boy's training opportunities. The picture above shows Harold Scheffler, Vo-Ag instructor at Groton, N. Y., on the farm of a prospective student in Vo-Ag for the purpose of identifying with the boy some of his needs in preparing for farming. (Photo by Robert F. Coffin.)

¹John G. Darley, *The Interview in Counseling*, p. 16, U. S. Department of Labor, Washington, D. C., 1946.

Ten questions for Vo-Ag teachers who desire - - -

To improve your teaching "climate"

The answer to each depends in part on your understanding of your pupils

ROBERT J. LOUGHRY, Vo-Ag Instructor, Hickory, Pa.



Robert J. Loughry

FROM the very beginning of civilization, adults have been teaching youth with some degree of success. Vocational agriculture teachers living in the twentieth century should not consider that their's is a unique position; only that they have different subject matter to

teach and that their learners have had different experiences.

We present day teachers do differ in one great respect from those ancient teachers. The ancient teacher had for his primary goal the guarantee that his learner master subject matter. We modern teachers desire that the whole pupil grow and mature into a well adjusted citizen, capable of meeting the demands placed upon him by his home, occupation, society and government.

If the vocational agriculture teacher will keep this basic purpose in mind while dealing in pupil-teacher relationships, he is almost certain to limit the number of errors made in his relationships with his pupils.

In order to promote the best pupil-teacher relationships, the vocational agriculture teacher must be able to answer a few important questions positively. These questions are:

1. *Do I provide a meaningful program of study for my classes?* If the pupil knows that what he studies is of practical use to him, that he can use it now on his home farm, many of the problems of pupil-teacher relationships will never arise. If the pupil believes down deep in his heart that what he is studying will never be of any practical use to him, he will develop a dislike for the subject matter and subconsciously transfer that dislike to the teacher involved. To get a maximum of favorable reactions from our pupils in vocational agriculture we must devise a program of study geared to the community, and more particularly to the needs of the boys in our classes.

2. *Do I always display emotional maturity in the presence of my pupils?* Rapport with pupils is quickly ruined by display of emotional immaturity on the part of the teacher. Self composure, poise and dignity should be considered to be essential qualities for the teacher of vocational agriculture if he hopes to have good pupil-teacher relationships. No teacher can "fly off the handle" one minute in a fit of rage and expect to have his pupils perfectly relaxed the

next. Moments of anger may be quickly forgotten by the teacher but may linger as scars on the pupils' relationships with him for months to come. Some pupils have become conditioned by improper teacher management to react negatively to any of their teachers' desires. Pupils tend to react quite favorably when confronted with emotional maturity from the teacher.

3. *Do I insist upon my vocational agriculture pupils meeting their obligations punctually?* It is no kindness to any pupil if his teacher does not insist upon all pupil obligations being met punctually. Pupils are much more likely to respect and work for the teacher who insists upon work being done adequately and on time. The teacher would do well to display no emotion about obligations not met, but should be positive that the student who

failed to meet his obligations has some positive corrective measure used on him.

4. *Do I make an honest effort to improve the methods I use in teaching my vocational agriculture classes?* When pupils realize that their vocational agriculture teacher is employing good teaching methods they will react accordingly, and many times will actually express their appreciation. The subject matter in vocational agriculture lends itself to a wider variety of teaching methods than almost any other teaching area; therefore, the teacher of vocational agriculture has a greater responsibility to his pupils than other teachers have in this respect. If the teacher employs a greater variety of up-to-date teaching methods, the pupil interest and participation will be increased proportionately.

5. *Do I provide continuous democratic participation for my vocational agriculture pupils?* The democratic procedure in the classroom is not always the most efficient or the easiest for the teacher, but it will assure a higher degree of pupil-teacher rapport. Most pupils appreciate being permitted to make their own decisions. The teacher of vocational agriculture should not permit the democratic procedure to

(Continued on page 82)

PUPIL-TEACHER RELATIONSHIPS SELF-RATING CHART

The teacher of vocational agriculture can quickly check the degree of excellence of his own pupil-teacher relationships by placing a check mark opposite the question in the proper rating column and then computing the total score.

Excellent (50) Good (40-50) Medium (30-40) Fair (20-30) Poor (10-20)

Rating	Excellent	Good	Medium	Fair	Poor	Remarks
Points	5	4	3	2	1	
1. Do I provide a meaningful program of study for my classes?						
2. Do I always display emotional maturity in the presence of my pupils?						
3. Do I insist upon my vocational agriculture pupils meeting their obligations punctually?						
4. Do I make an honest effort to improve the methods I use in teaching my vocational agriculture classes?						
5. Do I provide continuous democratic participation for my vocational agriculture classes?						
6. Do I encourage and create an atmosphere of friendliness and helpfulness in my classes?						
7. Do I avoid embarrassing my boys before the group?						
8. Do I make every effort to refrain from the use of sarcasm in the presence of my vocational agriculture pupils, both inside and outside of the classroom?						
9. Have I made every effort and exhausted every method at my disposal to uncover the native capacities and abilities of my vocational agriculture pupils?						
10. Do I make every effort to individualize my teaching and to meet the needs of my vocational agriculture pupils as they come to me?						

Total _____

Score _____



Allen Shotwell, Vo-Ag instructor at Union Springs, N. Y., discusses the training program for farming with the parents and one of the pupils in his Vo-Ag classes. Parental understanding obtained in this manner is a real asset to effective programs.



Another essential type of home visits is the supervisory visit to follow-up on the application of instruction and to conduct individual on-farm instruction. The teacher here is explaining the effects of 2, 4-D applied to corn. (Pictures courtesy of Paul E. Zellers.)

If you are to know your pupils - - -

Home visits are an educational "must"

for the Vo-Ag Teacher

ANDREW J. SMITH, Supervising Principal, Union Springs, N. Y., High School

HOME visits should be an educational "must" for teachers and are a "must" for all those teachers whose pupils carry on home projects or projects away from the school premises.

The Union Springs Central School has used the technique more or less conscientiously during the past twenty-four years. During the years when many home visits were made by teachers and by the district administrator, there were much better understandings between the homes of the community and the school than in the years when everyone was too busy to take the necessary time to visit. Before modern office facilities were available at the school where parents and teachers could sit down and discuss mutual problems in privacy, educational planning for the youth of the community was usually done at the respective homes. In spite of the unavailability of objective data which cannot easily be carried from the school office or which is never remembered until some special need arises, the home visits were fruitful for the student, the parent, the teacher and for the overall school program. The Union Springs Central School district came into being as a direct result of the home visits of the teachers and of the principal.

Visits are Necessary in Planning

Vocational education offers a very good reason for more home visits by teachers and for more opportunities to get parents acquainted with the program of the school. Projects must be carried on outside the school house walls and off the school premises. In planning and carrying out the projects, the teacher must know the home from which the pupil comes, the resources it affords and the attitudes, interests and ideals it displays.

For example how can a successful poultry project be carried out on a home farm where there are no facilities for raising chickens and caring for them, where parents think any such enterprise is sheer foolishness and a waste of time, and "anyway the chicken is the dirtiest living thing which has been created."

Or again, how can the educational plans of a pupil who wants to take a course in vocational agriculture in order to be a farmer immediately after graduation from high school be reconciled if father thinks he can teach him all the agriculture he needs at home and that the school ought to instruct "sonny" in college entrance subjects, and if the boy concerned sees no value in college entrance studies which he does not plan to use? It is going to take a lot of time, information and work to resolve such a problem and much of the data needed are right at home. It is also highly inconceivable that the father will leave the home farm to discuss the problem at school and, if he does, he'll not be in a very receptive frame of mind to welcome the idea of "sonny" studying agriculture at school.

Then again, a boy frequently overlooks at home golden opportunities because the pasture across the road always appears greener. The wise teacher, in helping a youth make his plans, understands the possibilities of his home and his home community and does not let him forget them as he dreams his big dreams. And after plans have been made, an interested father and mother complement the educational process. They help the child plan the project, they encourage when youthful faith is at low ebb, they furnish ideas, they contribute tools and perhaps extra manual assistance and they play an important part as home directors of the enterprise. The only

way the teacher can learn accurately the potentialities of the home is to visit the home and to judge it for himself. He then helps the boy to plan in terms of that home situation. Parental understanding is secured. Any misunderstandings about the amount of space, time, money and data required are removed before they have a chance to stir up dissension and discord.

Visits Reveal Home Environment

We teachers hear much about the part of mental health in education. Every teacher has observed the periods of enthusiasm and those of dejection which pupils exhibit. Most teachers are well aware that the home plays a very important part in determining the interests, attitudes, ideals and responses of the pupil at school. How can we know its resources, and the positive contributions it can make to its members attending school if we do not visit it? We may be able to reach some conclusion if we can entice the parent into a visit to the school but a better evaluation can be made if we are sitting in the home and observing the opportunities for study, for privacy, for living as an individual within the family circle, and for growing up like the others in the community.

Visits Provide First-hand Information

Pupils confide their troubles in the ears of certain teachers. How can teacher find out the other side of the story without an acquaintance with the other folks who may be involved? The easiest, most efficient and most fruitful way to get the missing information about a home is to make a friendly call at the home. And if a problem has arisen, it is always better if teacher has had previous contacts with the home and is known by the family to be a rather reasonable human being, not a big bad ogre who thinks up ways to thwart ambitious youth.

Visits Create Desirable Relationships

Home visits have been treated so far in terms of planning one individual's home project for a school course or in

(Continued on page 80)

Home Visits Are - - -

(Continued from page 79)

becoming acquainted with the home in order to better understand one individual pupil's problems and to help him plan for a worthwhile life. But home visits are even more fruitful as a source of overall school relations. The vocational agriculture teacher opens the door for all other teachers in the school. Folks get to know and respect at least one friendly interested teacher. Surely there are others who are just as friendly and just as interested at the school. Parents will welcome an opportunity to know these persons. The welcome mat is on the doorstep for other faculty members.

The visiting vocational teacher also has a chance to interpret other phases of the school, its facilities, its personnel, and its aims to the parent and even to the pupil. In the course of a home visit to a pupil's project, the teacher can, if asked or if he cleverly makes the opportunity, explain the several ways in which high school citizenship education may be organized, the local option which may be exercised in selecting a particular pattern of organization, and why the school administration is using the particular pattern in our school. This may clear up questions which have been perplexing both parent and pupil. It may also bring back to the school administration some helpful ideas from the parent and from the pupil that would not have been otherwise expressed. Other questions about the school may be answered in the same way and there will arise a deeper and closer relationship between the home and school.

The visiting vocational teacher or other teacher who has found time to make a visit can get impressions and suggestions for other members of the staff. These may be specific suggestions from the parent, questions raised, general impressions which are gleaned and other miscellaneous bits of information, all of which when put together may help other teachers understand the individual pupil better and become more sympathetic to his problems.

A Means of Spreading Understanding

The importance of an informed parent in explaining the school and its program to other school district residents who do not have children in school and who have no other direct contacts with school must not be overlooked. A visiting teacher who clears up one little point in a home may have contacted unconsciously but effectively many more individuals. The explanation travels and it helps in bringing the school closer to the whole community and the community to the school.

Know your pupils is the first requisite in good planning. Plan to meet their needs as individuals. How can it be done if we do not know where they live, how they live, what the others in their home are doing, thinking, planning for them, and what resources are available? Since in this busy world it is difficult to

Know Your Students

(Continued from page 77)

also, may reports from parents, friends and others who know a student well.

Some teachers use questionnaires in order to learn quickly certain facts about their pupils. If questionnaires have been filled out by a group of advisees before the teacher or counselor has had interviews with the individuals in the group, he can make some preparation for an interview with a given counselee by reviewing that student's questionnaire just before he appears for an interview. Questionnaires should not be so long and searching that they annoy students.

The counselor should not permit himself to place inordinate confidence in any one source of information. Instead, he should use as many as he can, and then compare the data obtained from one source with the data obtained in other ways. Generally speaking, the greater the agreement relative to a given item of information about a counselee, the greater the confidence one can place in the item. When there are discrepancies, further study is needed. For example, if, on the basis of an interview, it appears that a student is socially maladjusted, but other sources of information suggest that he is well adjusted socially, the counselor should not draw conclusions on this point until he has gathered still more data.

Information about a counselee is of little value unless it is interpreted. Interpretation requires judgement. Sometimes a teacher finds puzzling contradictions and inconsistencies which can be reconciled only, if at all, by thoroughly trained specialists. But since it is not feasible or desirable to refer every student to a specialist, the teacher who wishes to be reasonably effective as a counselor has to make many interpretations himself. He has to make an "intelligent guess," for example, as to why Dick Jones does good work in class but fails on examinations, and then has to proceed to try to help Dick on the basis of his hypothesis. His ability to formulate valid hypotheses regarding the causes of a given individual's difficulty depends upon his knowledge of factors that might contribute to such a problem, his experience with similar "cases," and his judgment. There is no magic formula that he can apply to all individuals at all times. □

get a majority of these persons into the school it is wise to use the opportunities home visits afford to bring school to the home and through the home to the community at large and at the same time get valuable data for the other members of the school staff. □

To be Featured In November - - -

Working with Out-of-School Groups

One Key to Success

(Continued from page 75)

fication for success in the vocation? Further, doesn't it depend upon the teacher's knowledge of the opportunities which the pupil has or that can be arranged, whereby a preparation for farming can be obtained? Doesn't it depend upon having obtained in advance an understanding on the part of the parents of the kind of program which the pupil will be undertaking if he enrolls in vocational agriculture? These and many other related understandings of and about pupils are necessary if the instruction is to be vocational. This is implied directly and indirectly in some of the articles on the pages of this month's issue.

Occasionally we hear the complaint made by vocational agriculture teachers that while they understand full well the kinds of understandings needed about pupils and why they need them, they can't do much about it because of a lack of cooperation in applying such understandings in selection of students and in carrying on real vocational instruction after the student enrolls. Now, actually, whose fault is this? We are particularly appreciative of the contributions in this October issue coming from Guidance Counselors and school Principals. These men were interested enough to give the time and attention necessary to a discussion of this particular phase of a teacher's program. By and large, we are safe in assuming that these men are typical of guidance personnel and school administrators generally in their interest in effective programs of vocational agriculture. If this be true, then any lack of cooperation on their part stems largely from a lack of understanding of what we need to know about our pupils and why we need it.

This understanding on the part of administrators, guidance personnel, and other faculty members can be brought about. Our needs can be demonstrated. Are we doing it? How many times have you asked your Principal, Guidance Director, fellow teacher of English, or other faculty member to accompany you on a visit to a prospective enrollee in vocational agriculture and his home farm for the purpose of getting necessary understandings about the boy and the farm? How often have you taken such person on a supervisory visit where vocational instruction was to take place or the follow-up of instruction was being conducted? No person can react intelligently to something he does not understand. How can we hope for a favorable reaction on the part of the Principal or Guidance Director in the absence of understanding?

Yes, knowing your pupils is one of our most important concepts in vocational agriculture, and it has special applications in our field of teaching. It is up to each of us to demonstrate this fact.

W. A. S.

□

Home visitation - -

A Means of Really Knowing Your Pupils

J. C. ATHERTON, Teacher Education, University of Arkansas



J. C. Atherton

WHEN raising a crop our chances of being successful are increased if we give adequate attention to the selection of good seed and then use appropriate fertilization and cultural practices. Likewise in the conduct of an animal enterprise we are vitally concerned with the pedigree of foundation stock and the use of scientific methods in their feeding, housing, and daily care. We have come to accept as part of our farming activities those things which study and observation have indicated as being of value in the production, processing or marketing of our commodities.

Is it not reasonable to assume also, that in bringing about the mental growth and development of an individual we need considerable information about the individual we are attempting to assist? Surely, we would all agree that the boy is of far greater worth than the field crop or livestock enterprise. Assuming that we agree on the need for a broad knowledge of our students, the problem confronting the teacher is one of securing the needed information. Much can be learned about the all-day boy through a systematic program of home visitation. This is by no means an all inclusive source of information, however, it offers many opportunities for enlightenment.

Visits Serve Many Purposes

As a source of information and a public relations media the home visit should rank high with teachers of agriculture. In numerous instances our initial contact with a prospective member of the next year's class in agriculture is through a personal visit at his home. During his stay at the farm the teacher

usually can pick up considerable useful information. He may become acquainted with the boy, his parents, and the local farming opportunities available to the prospective student. Through casual, though purposeful conversation much can be learned relative to the likes and dislikes of the student and what his plans are for the coming year. Information on past farm experiences and the current farming activities being carried on by the young man will be useful to the teacher during the program planning stage of teaching. Some of the physical capabilities of the student can be determined during this contact. This visit gives the teacher an opportunity to brief the parents on the program of vocational agriculture and to solicit their active cooperation in the undertaking. Often the parents will indicate the type of support and physical assistance they will give their son. This can aid the teacher materially in the making of decisions and plans for the year's activities.

The Need is Continuous

This initial trip to the all-day boy's farm should be followed by several subsequent visits during the year. The number of meetings to make will depend upon the farming program of the boy and his need for assistance and encouragement in carrying on his farming program. The trips to the farm during the year will give the teacher first-hand knowledge of the activities of the pupil. The degree to which he puts into practice things taughts can be ascertained. Need for additional planning and instruction with certain enterprises may be evident. Individual pupil growth can



The condition of the boy's farming program and the adequacy of facilities may be learned through a supervisory visit. Jack Conaway, all-day student, Rogers, Arkansas, proudly looks over his fine litter from "pig chain" gilt. (Photo by E. C. Walker)

be measured more effectively when we can observe the student in his home surroundings and learn what he has done, how he did it, and what his plans are for the immediate future. Often the student will talk more freely to the teacher during this visit than he would at school. He may express his true feelings more readily since the situation is less formal than at school. Your personal interest may also reduce the barriers of communication with the boy.

In summary, to teach effectively, we must know the student, his likes, dislikes, interests, and capabilities. Farm visitation is a means of becoming familiar with the boy and his farming situation. □

The Cover Picture

A typical farm scene in Indiana is shown on the cover page. Vocational agriculture students in Indiana in all-day classes and in young farmer and adult classes are quite likely to need the ability to solve the problems of producing, harvesting and marketing corn. The modern equipment now in use in farming has increased the need for instruction in order to farm successfully.



The need for individual assistance in performing technical skills may be met through farm visitation.



A visit to the farm gives the student opportunity to demonstrate his showmanship with his champion heifer.

To Improve - - -

(Continued from page 78)

evolve into a "do as you please" situation, but should insist that the boys develop sound, meaningful ideas and purposes. The pupils will have much more respect for the teacher who practices rather than merely mouths democratic procedures, and who is consistent in what he says and does.

6. *Do I encourage and create an atmosphere of friendliness and helpfulness in my classroom?* The vocational agriculture teacher who is an "old grouch" will get only that amount of work from his pupils that he is able to coerce, and no more. In the vocational agriculture class where friendliness prevails, the emotional stage is set to permit pupils to go beyond what the teacher assigns. Much more can be accomplished in a class situation where both the pupils and their teacher are relaxed, and where there is mutual sharing among the pupils and teacher. The vocational agriculture teacher who is mature enough to relax while teaching will find that the spirit is contagious. Genuine friendliness and helpfulness in no way implies that the teacher of vocational agriculture should encourage or sanction horseplay. The vocational agriculture teacher need not fear becoming too friendly with his pupils provided that the pupils understand that friendship should not be used as an excuse to escape work.

7. *Do I avoid embarrassing my boys before the group?* The teacher of vocational agriculture must learn to respect the private rights of every pupil in his classes. Adolescent boys have very well defined ideas about what they consider to be their own private business. When the vocational agriculture teacher trespasses on those rights the boy is embarrassed, and in turn will lose respect for and rapport with his teacher. On the other hand, adolescent boys will not respect the teacher who is not sympathetic with their personal needs and problems and who makes light of their personal shortcomings in the presence of others. The teacher will succeed in not only losing the respect of the individual who is embarrassed, but of all others present, and may even develop future discipline problems in his classes.

8. *Do I make every effort to refrain from the use of sarcasm in the presence of my vocational agriculture pupils both inside and outside of the classroom?* It is impossible for the vocational agriculture teacher to gain and hold the respect of his pupils if he keeps constantly undermining their reputations with sarcasm. It is better to say nothing than to resort to the use of sarcasm. Sarcasm is applied, negative psychology and will breed mostly negative reactions in pupils. Sarcasm is used mostly as a last resort and often indicates a degree of frustration in the teacher. There is always a positive answer or a positive way to manage all classroom situations. The old adage, "If you don't have anything good to say, don't say anything at all," certainly applies in this case.

9. *Have I made every effort and exhausted every method at my disposal to uncover the native capacities and abilities of my vocational agriculture pupils?* There has never been a single test devised which will uncover exactly the native abilities and capacities of our vocational agriculture pupils and we should not try to fool ourselves into believing that there has been. Since the vocational agriculture teacher can help develop such a wide variety of capacities in his pupils, he will do well to make an estimation of the limits of these as early in his relationship with the pupil as is possible and practical. Experience is invaluable in helping to determine abilities and capacities of pupils, for the teacher learns to weigh the pupil evaluation of other teachers with proper limitations and to use test ratings of pupils to best advantage. When the pupil knows that his teacher understands his abilities he is much more likely to make every effort to fulfill those abilities and live up to his capacities.

10. *Do I make every effort to individualize my teaching and to meet the needs of my vocational agriculture pupils as they come to me?* Teacher education seeks to instill in vocational agriculture teachers the know how of individualized teaching but many of us continue to "teach as we were taught." Without meeting the needs of the pupils, we will only succeed in establishing some degree of frustration which will set in motion the first steps of misbehavior in our classes, and will inhibit the establishment of rapport between the teacher and pupil. Individualized teaching has its roots in the very attitude of the vocational agriculture teacher toward other people, and in his creation and conduct of a program of study for vocational agriculture. Pupils are quick to respond to being treated and respected for the individuals they actually are rather than what the teacher had hoped they might be.

The teacher of vocational agriculture must remember that so far as the pupil is concerned he is not an end in himself, but that he is an agency for making a substantial contribution to the growth of the pupil. If the vocational agriculture teacher is egotistical enough to believe that his share in the development of a boy is the most important, his over-forceful attitude will almost certainly turn the pupil away from him.

Good pupil-teacher relationships don't just happen. They are the result of much work and planning on the part of the teacher. They are the crux of meaningful teaching. □

Adjust to - - -

(Continued from page 76)

of the vocational agriculture program. A student must make progress in all of them to receive a passing grade and secure credit for the course. In order to determine what has been accomplished he must be tested. Testing does not necessarily mean that the student must answer so many questions on a given subject. Testing can be done on the

farm by checking to see if he is carrying out improved practices learned in the classroom. Testing can also be done by examining his shop work. An object well made is a test of the student's skill and knowledge of steps and shop skills involved. Participation and achievement in FFA work is the true test of what the student is doing and should be graded accordingly. Of course on some group jobs, a written test is the best way to find out what he has learned and gotten from that particular lesson. On the home project program, a grade can be determined by the condition of the record book and the all-round management of the projects included in the supervised farming program. If all the methods mentioned were used to test the student, there would be no problem in determining his accomplishments and the grade that he should receive.

We should remember that we are not just teaching agriculture but that we are teaching boys and if we really get to know them we can do the job much better and much easier. □

Federal Funds for Agriculture Increased

THE fiscal year 1956 will bring a marked increase in funds available for vocational agriculture from federal sources. This comes as a result of action in the 84th Congress which set the total appropriation for all vocational education for fiscal 1956 at \$26,500,000. When effective, the total amount available for vocational agriculture will be \$12,544,824.44, including funds from both the Smith-Hughes and the George-Bardon Acts.

We in vocational agriculture can look upon this action of the Congress as a reward for past accomplishments or we can accept it as a challenge, as expressed by Cecil E. Stanley, Nebraska State Director of Vocational Education and President, American Vocational Association, when he said: "The additional Funds must result in the further expansion and improvement of vocational education in America." □

Guidance is Essential - - -

(Continued from page 75)

Guidance is an important function of vocational agriculture. Assistant Commissioner James H. Pearson has frequently stated that it is just as important to guide certain students out of agriculture, or into related occupations, as it is to help the right persons to become established in farming. A frequently quoted statement from the *Agricultural Education Magazine*, October, 1949, p. 76, puts it this way, "I believe firmly that supervised farming programs, involving project activity, are as essential to helping a boy decide whether or not to prepare for farming as they are enabling him to make the preparation once he has decided that, for him, instruction in agriculture is really vocational." The well-trained, interested, dynamic vocational agricultural teacher of today will use every modern device and opportunity to know each student personally and well in his particular home, community, and school environment. □

Here is a challenge to your concepts and your practices

Start with the boy - - not the enterprise

C. C. SCARBOROUGH, Teacher Education, North Carolina State College



C. C. Scarborough

LEARNING is personal. This idea can be found in any book dealing with learning.¹ Every teacher of vocational agriculture has "learned" (?) this psychological fact. Every Vo-Ag teacher, presumably, would like for his students to become effective learners.

Why, then, do many teachers make little effort to make learning the highly personal matter that it must be if Vo-Ag classes are to be the center of effective learning?

There are many "answers" to the question, including a denial that the implication is true. This is not a blanket indictment of all teachers of vocational agriculture—in fact, not of any teacher. If there is any criticism intended, perhaps, it must be shared by teacher-trainers, supervisors, and the writers of books used in college Ag. Ed. classes.

Limitations in the Enterprise Approach

The purpose of this article is to suggest only one cause of this lack of personal teaching and learning in high school vocational agriculture classes. The writer believes that too much emphasis is placed on the ENTERPRISE in planning teaching. It seems that the "Enterprise Approach" is still the major approach to planning the teaching, and teaching the classes—judging by books,

¹ For one of the most recent and interesting discussions of learning, see Cantor's *The Teaching-Learning Process*, The Dryden Press, New York, 1953.

articles and speeches on the subject as well as several years of observation in more than one state. There seem to be three major reasons why the enterprise approach makes it difficult for learning to become a personal matter.

First, obviously, is that it is a typical subject-matter approach. Some better, perhaps, than the textbook approach since presumably only those enterprises of importance in the community will be included, but still strictly a subject approach.

The second, and perhaps the most important reason, is that after the selection of the enterprise, the next step, say the authorities, is to "Breakdown the enterprise into jobs." (The writer believes that "breakdown" is a good description of the process, in terms of learning!) Again, it may be seen that this may be merely an exercise for the boy who has no recognized problem in this area.

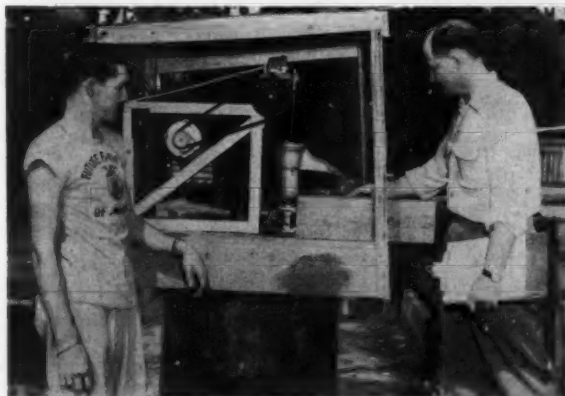
The third reason that the enterprise approach leads to poor learning is that we are told, by the writers, to take the pieces from the breakdown of the enterprise and scatter them. There are really two scattering processes—one throughout four years, another through the months of each year. The results of such a scattering makes unitary learning very difficult and encourages fragmentary learning. Again, a quick look at any of the recognized "laws of learning" will clearly indicate that effective learning is unitary not fragmentary.



Start with the boy and his problems. This boy's interest is a key to effective teaching. (Photo by J. K. Coggin)

This should be enough, it is hoped, to start some thinking teachers to examine the approach to learning used in their Vo-Ag classes. The scope of this article can only indicate direction. Teaching for personal learning is not as easy as the enterprise approach; it is not as neat; it will not come out exactly twenty days per month and a total of 180 days; you won't know six months in advance that one day will be spent on this job, two days on the other, and the other three days that second week in March on still another job. In fact, you will not be able to send your supervisor a complete course calendar for every class with every day already filled in. So, you may not be able to change your approach! Here's a challenge: try the personal approach with one class this year! All you need to do is **START WITH THE BOY—NOT THE ENTERPRISE.** □

If you have changed locations did you notify Interstate Publishers of the new address for your Magazine? The printer may not be able to supply copies of back issues. Avoid missing an issue by keeping your address up-to-date.



This Vo-Ag boy solved his problem by rigging his own water system. Such problems are easily overlooked in the "Enterprise Breakdown" approach in teaching Vo-Ag. The temptation to look to the mechanical device alone as evidence of accomplishment is very great.



This teacher is using dirt in the oil filter as a learning situation. The "care of the boy" has priority over "care of the tractor" in a Vo-Ag program. (P.S. This approach results in better tractor care, too!) (All photos by J. K. Coggin)

Understanding your pupils increases your understanding of - -

Discipline — problem and opportunity

ALFRED H. KREBS, Teacher Education, University of Illinois



Alfred H. Krebs

ONE of the most interesting and controversial subjects discussed by school teachers and laymen alike is that of how to obtain and maintain discipline in the school. Nearly everyone will agree that discipline problems can arise from a variety of causes—from the home situation, from within the individual because of health or some personal problem or conflict, from activities outside of the school and home, or from something in the school environment. Also, nearly everyone will agree that very little teaching and learning will result unless there is discipline in the classroom. However, the points of view on how to handle discipline problems are as varied as the kinds of behavior which lead to a discussion of them. This, the beginning of a new school year, may be a good time to take a fresh look at our ideas regarding discipline in the school and the place of discipline in the curriculum with a view to handling discipline situations more successfully.

Meaning of Discipline

In order to discuss discipline in the school profitably, we need to come to some understanding as to just what we mean by it. *The Dictionary of Education*, edited by Carter V. Good, provides us with the following definition of school discipline:

"the characteristic degree and kind of orderliness in a given school or the means by which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's functions."

The foregoing definition should serve us as well as any other. It implies, at least, that there is a kind of orderliness in most schools which permits efficient functioning of those schools, and that there are means by which such order can be achieved and maintained. With this definition to serve as our guide, we can now consider briefly the place of discipline in the curriculum and how to obtain and maintain discipline in the school.

Background of the Problem

In considering the place of discipline in the curriculum, we need to take a quick look at one aspect of the kind of world in which we live—that dealing with the written and unwritten laws which govern our conduct. We find that there are very few things we do which are not controlled in some way. Some controls are in the form of laws, such

as traffic laws and property laws. Some controls are in the form of social mores, illustrated by the social pressures which control our language, personal habits, and actions at social functions. We may not like to obey these laws, but we do obey them for the most part. People who refuse to obey are considered lacking in self-discipline. Thus, society decrees that we should be capable of self-discipline; that the schools are, at least in part, responsible for helping individuals develop the ability to discipline themselves so that they can get along in society; and that, therefore, discipline should be included in the curriculum of the school. How this shall be done is left largely to the teaching profession and is considered in the following paragraphs.

To Obtain Good Discipline

In general, the teaching profession has approached discipline problems from the standpoint of both prevention and control. Preventive measures have stressed those kinds of teaching procedures which help to create a school environment largely free of the causes of student misbehavior. Examples of such teaching procedures are:

1. Teach in such a way that both teacher and students always know what work is to be done, and the reasons for doing the work. Variety in teaching techniques is also very important.
2. Follow a definite routine for such daily matters as roll-taking and daily announcements. Begin and end classes promptly.
3. Make it a practice to check on the light and temperature conditions of the classroom at the beginning of each class as well as on the seating arrangements.
4. Provide for definite instruction (as a part of the course of study) on such topics as the kind of behavior acceptable in school, how to get along with others, and how to get the most out of school. Too often we take it for granted that *someone else* has taught our students how to behave.
5. Establish early the rules needed for orderly conduct of the class. The making of the rules for the class can be shared with the students. Above all, be certain that the rules are reasonable.
6. Treat all students fairly, consistently, and impartially. Teachers can ill afford to "lose their tempers" when dealing with trying situations.
7. Learn as much about each student as possible from all available sources of information. This should include a knowledge of the home situation.
8. Challenge constantly the best in each

student by giving as much responsibility as he is ready for.

9. Use praise and reward to promote good conduct. This will also help develop good morale in the group.
10. Be alert to everything going on in the classroom. Nothing is more challenging to the mischievous student than a teacher who appears unable to see more than one thing at a time.

There are undoubtedly many more examples of good teaching procedures which would illustrate the point. Anything done which helps provide the student with an educational program fitting his interests and abilities will help prevent misbehavior.

To Correct Poor Discipline

Since preventive education and procedures are not always successful, additional plans in the way of control measures are needed. Use of the more severe control measures should be preceded by a careful study of the entire discipline situation, including a thorough case study of the student. Some of the more familiar control measures are:

1. *Ignoring minor classroom misbehavior.* This control measure is used to a greater or lesser extent by all good teachers. Many teachers, however, hold it in disrepute because of the difficulty of knowing just what misbehavior may be safely ignored and what misbehavior must not be ignored.
2. *Using simple classroom control measures early* through being alert to everything going on in the room and by using a warning look, a shake of the head, or an immediate question to call attention to the teacher's disapproval. Many teachers recommend this kind of control as the first step rather than ignoring misbehavior. It is, without doubt, one of the best ways of keeping the classroom situation under control.
3. *Loss of privilege.* This is slightly more severe than the first two control measures but well within the understanding of the students. It is one of the most common control measures used outside of school also.
4. *Removal from the situation.* The student may be removed from the classroom, or be moved to a new location within the classroom. In either case, he has lost a certain amount of control over his own movements.
5. *Sending to the principal.* There should be a definite understanding between teacher and principal regarding the kinds of misbehavior which should be referred to the principal. Such referrals should be as few as possible. Too many referrals weaken the control of both teacher and principal, and are definite signs of weakness on the part of the teacher.
6. *Suspension and expulsion.* These are severe forms of loss of privilege,

(Continued on page 87)

What must you know about pupils to promote desirable - - -

Pupil-teacher relationships

MILTON E. JENKINS, Guidance Counselor, Vernon-Verona Central School, Vernon, N. Y.

EVERY teacher, no matter what his subject field, desires to be successful in aiding each of his pupils to achieve and develop to the best of his ability. This includes not only the acquiring of sufficient knowledge in the subject, but, in a broader sense, the complete development of the individual. To achieve a maximum degree of success calls for the complete cooperation of all of the members of the school staff. The Guidance Office is the center for accumulating and disseminating information concerning school pupils.

Everyone realizes that a student might work well in one class and do just the opposite in the next, while another classmate might act in just the reverse manner. Students sometimes fail to understand different approaches or differing opinions which are brought out in their classes, thereby becoming confused and losing confidence in one or more of the teachers involved. Why this happens is of interest to the Guidance Department. This type of misunderstanding might easily be cleared up through teacher-pupil conferences designed to show the pupils that each subject can be related to another through common approach and common aims. Often it is desirable for guidance personnel to stay in the background and work through teachers to discover why students do not work well in one class, but perform satisfactorily in others.

The Teacher's Role in Guidance

Those doing guidance work find it necessary to make frequent trips through the school building during the course of a day, and it is on these errands that teacher-pupil relations can be observed. The manner in which pupils greet their teachers and those with whom they stop to talk can reveal student attitudes toward those who teach them. Interests, aims, problems, likes and dislikes may be a part of the conversation with one teacher, while another may receive a polite nod, brief hello, or perhaps no recognition whatever. Some faculty

members are unable to gain the confidence of their pupils while others gain the valuable information needed by the Guidance Department for the correction of behavior problems. Unacceptable behavior patterns in school are the result of many causes. The cooperation of all the school staff is necessary to bring a pupil's social problem into focus and to recommend corrective measures. Some staff members are in a better position because of their teaching assignments to give the Guidance Department the information desired.

Physical Limitations Must be Known

A school nurse is a very important source of information. She knows the physical defects of the pupils and these can often be the source of misunderstanding and trouble. For example, some pupils have impaired hearing and are so sensitive about it that they will not admit it to their teachers. In such cases, incidents arise which are considered by the teacher to be lack of cooperation, when, in effect, it is inability to hear in the classroom which is the source of the trouble. All teachers will find it worth while at the beginning of the school year to avail themselves of the records of the school nurse to discover the physical weaknesses of the students assigned to them. Many pupils react to classroom situations from physical weaknesses rather than physical strength. Every boy and girl desires to acquire the approval of his peers, but physical weakness sometimes controls anti-social behavior.

Reading Habits and Interests are Important

The school librarian can add information concerning interest of pupils by observing reading tastes in books and magazines. She can also aid by suggesting specific books and by informing students of recent arrivals which may be related to their particular fields. Youth, as well as Age, is known by the books it reads. The key to some behavior problems in school may be found among the reading matter of the students involved. The alert librarian is also alert in the guidance field.

"Informal" Reactions Are Revealing

How often the school locker room becomes the source of criticism by faculty members! Yet, it is in this room that students are inclined to talk freely among themselves since the atmosphere is informal and relax-

ed. The coach or physical education teacher is in a position to obtain much useful information if he is discreet in his manner and trusted by the pupils. In many cases this teacher becomes a confident himself, and must be careful where he divulges the information entrusted to him. A pupil's "confidences" are as important to him as are an adult's. Once such "confidences" are revealed to the wrong person, the pupil will never talk freely to that teacher again.

Another source of information is the school custodian. In this case it depends upon the individual holding the position and, secondly, upon the "esprit de corps" of the staff. Custodians can be very cooperative in gaining useful information from pupils if they take the time to know the pupils for whom they keep the school clean. The so-called "troublesome" pupil will sometimes seek out the "janitor" in order to tell him about some school regulation which he dislikes. He doesn't associate the "janitor" with the discipline the teachers have to maintain, and will disclose to him some of the information needed by the Guidance Department to help solve a difficult case of anti-social behavior.

All the "special teachers" in a school system are a source of information for guidance personnel. They see the pupils in a different light from the everyday classroom situation, and are looked upon by the pupils as those who bring interest into their lives. Many teen-age discussions are held in the "art class," "music class," "Ag. class," "Shop class," and others, which are never heard in the more formal classroom.

Use Information Carefully

Care should be taken in getting needed information from all these sources without divulging things which should not get back to the students. Teachers have unconsciously let information fall to the wrong ears by indulging in personality discussions in places where they are overheard by the pupils. Such comments do reach the pupils many times with distortions or erroneous interpretations added. This not only affects the attitude of the particular student involved, but also his friends, and causes others to wonder what is being said about them. School offices and faculty rooms are presumably safe places for these "personality" conferences, but care must be exercised that all the things related are heard only by those intended.

Staff participation in the guidance function is essential if the problems of the pupils are to be dealt with intelligently and sympathetically. The school is a community of boys and girls learning the ways of adult life. Their reactions to school situations are founded upon causes which are sometimes difficult to detect, and a successful pattern of school-community life can only be achieved if every adult working with these boys and girls develops a keen sense of observation and a sympathetic approach to the "teen-age" problems which are so important to the pupils. □



Even the reading habits and interests of your pupils have significance for knowing your pupils. Modern schools stress libraries, such as the one shown in the Vernon-Verona Junior-Senior high school, as a part of the educational environment for today's youth. Teachers should capitalize on such opportunities.

Kinds of information which every Vo-Ag teacher should have about his pupils

The characteristics of pupils enrolled in all day classes in Vo-Ag in California

S. S. SUTHERLAND and O. E. THOMPSON, Teacher Education, University of California



S. S. Sutherland

THIS study was initiated to determine the composition of all day classes in vocational agriculture in California and was made as a part of a region-wide research program in the Pacific region. A parallel study was conducted at the same time by Dr. R. W. Canada¹ of Colorado A. & M. College as a check and to provide a comparison between states of somewhat different agricultural conditions. Selected data from this study are reported herewith. A primary purpose was to obtain objective data as to the composition of classes in vocational agriculture in the secondary schools of the state in order to provide a basis for long-range planning for vocational agriculture departments in California.

Method

The survey forms were developed and refined by means of a small pilot study. These forms were then distributed to each class in vocational agriculture in the state by the supervisory staff of the State Department of Education. Replies were received and tabulated from 203 of the 233 departments in the state and included responses from 11,361 of the 13,500 pupils enrolled in vocational agriculture in 1954-55. The data were stratified according to the region of the state in which departments were located, the type of area in which the school was located, the size of the school, and for each grade level. One of the more important stratifications divided the schools into four different categories as follows:

1. Small rural school: school enrollment below 800; area primarily rural; farming the major occupation; little or no industry.

2. Large rural school: school enrollment

¹Canada, R. W. Status of All Day Students in Vocational Agriculture in Colorado, 1955.

ment over 800; located in or near smaller cities up to 25,000 population; area primarily rural; farming and related occupations predominant; little industry other than that related to or connected directly with agriculture.

3. Small suburban school: school enrollment under 800; area adjacent to large city or definitely under urban influence; housing developments and industry replacing agriculture; many smaller part-time and residence farms.

4. Large suburban school: same type of area as in 3 but department in a school with enrollment over 800.

Findings and Interpretations

Some of the more significant findings and conclusions are as follows:

1. Less than one-third (32 per cent) of these pupils live on full time farms where parents or guardians are farm operators. Another one-third (33 per cent) live on small part-time farms or on larger farms where their parents are farm laborers. The remaining one-third (31 per cent) live in town.

2. There is little difference in the make-up of classes between large and small rural schools or in large and small suburban schools, but considerable difference between the rural and suburban departments. In rural schools the percentage of boys from full time farms is 38 per cent, in the suburban schools from 13 to 15 per cent. In rural schools

the percentage of town boys dropped to about one-fourth (24 per cent) and in suburban schools increased to 57 per cent.

3. Only about fifty per cent of the pupils currently enrolled in vocational agriculture plan to become farmers. Fifteen to twenty per cent plan to do agricultural work but not farming. Almost 30 per cent are undecided about what they want to do while 6 per cent definitely do not plan to do agricultural work of any kind.

4. There is little evidence that the instruction of vocational agriculture performs an effective guidance function for pupils who have not already made a vocational choice. The percentage of freshmen who were undecided as to their vocational plans was approximately 31, in the sophomore year 29, among juniors and seniors 26 per cent.

5. More than 40 per cent (42 per cent) of all pupils currently enrolled in high school classes in vocational agriculture see no opportunity to get a start in farming. In the rural schools this figure was about 38 per cent, in the suburban schools 54 per cent.

6. Nearly half (45 per cent) plan to complete at least two years of college or junior college work after graduation from high school and nearly one-fourth (24 per cent) to complete four years of college work. Exactly one-third (33 per cent) do not plan any college work and 22 per cent are undecided.

7. There is a surprisingly small difference between the make-up of and responses from pupils at the various grade levels in high school.

In the accompanying tables some of the more significant data from this survey and the Colorado study are shown in tabular form.

Table II. Opportunity to Make a Beginning in Farming

Opportunity	Rural %	California Suburban %	All %	Colorado All %
1. On home farm.....	47	26	42	52
2. On another farm in community.....	15	20	16	12
3. No opportunity.....	38	54	42	36

It will be noted that the percentage of farm boys in Colorado, an intermountain state, is significantly larger and that of town boys somewhat smaller. However, in farming opportunities and the vocational plans of students in the two states, there appears to be a striking similarity.

Implications of the Study

The findings of this study have significant implications for the long-range planning of all-day programs of vocational education in agriculture, certainly in California and doubtless, also, in other states where agricultural and school conditions may be similar.

1. With nearly one-third of all vocational pupils living in town and with this percentage increasing to 60 per cent

(Continued on page 87)

Table I. Residence of Pupils in All Day Classes

Place of Residence	Rural %	California Suburban %	All %	Colorado All %
1. Full-time farms—parents farm operators.....	38	14	32	65.
2. Full-time farms—parents laborers or foremen.....	11	5	10	4.5
3. Part-time farms.....	23	21	23	11.5
4. Town.....	24	57	31	19.0
5. Other.....	4	3	4	—

Table III. Vocational Plans

Plan	Rural %	California Suburban %	All %	Colorado All %
1. To farm.....	50	43	49	55
2. To do agricultural-non-farm work.....	15	21	17	12
3. Undecided	29	30	28	29
4. To do neither agricultural nor farm work.....	6	6	6	4

in suburban areas, do our selection procedures need re-examination, and are these figures an indication that the schools should provide other types of agricultural courses in addition to the reimbursed courses in which the vocational objective is primary?

2. With one-fifth of the total enrollment in all day classes being found in suburban schools, should an attempt be made to retain vocational departments in such schools or should vocational instruction be confined to the schools in strictly rural areas?

3. Instruction in vocational agriculture in classes reimbursed under Federal and state vocational acts are by law to be designed for those who "have entered upon or are preparing to enter upon the work of the farm or the farm home." Less than half of the more than 11,000 students involved in this survey plan to farm. Should preparation for farming remain the only objective of vocational education in agriculture or should it become a primary objective with other objectives leading to preparing for other types of agricultural work?

4. With more than 60 per cent of our pupils in high school classes in vocational agriculture either living on small part-time farms, being the sons of farm laborers, or living in town, in many cases with limited facilities for productive enterprise projects, should we re-examine our concepts of desirable forms of supervised practice and the place of the productive enterprise project as a training device?

5. With 45 per cent of our students indicating a definite plan to attend agricultural colleges after leaving high school, do we need to give more consideration to the entire high school curriculum, including non-agricultural courses, to meet the needs of the students more effectively?

6. Are we giving enough attention to the orientation and guidance function of vocational instruction when nearly one-third of these students indicate that they do not know what they want to do or plan to do after completing high school? This would not be an alarming percentage were it not for the fact that in vocational courses we are supposedly dealing with selected groups. □

Discipline - - -

(Continued from page 84)

since the student is being denied the privilege of attending class or school. Such action cannot be taken without consultation with the administrator.

Measures to Avoid

Control measures to be avoided include public reprimand, enforced apology, group punishment, threats and humiliation, corporal punishment, and punishments involving activities which students are supposed to do as a part of their school work. These include outlining pages of books, writing themes, and other "extra" schoolwork assignments. Such "punishments" tend to create strong dislikes for school and school work.

Who Should Decide the Controls?

Perhaps more important than the kind of control measures used is the means by which the control measure is decided upon. Special conferences are particularly helpful for this purpose and should be brought into the picture when simple classroom control is not effective. The first few of such conferences should involve only the student and the teacher. If the student-teacher conferences fail, then conferences involving the parents may be used. (In such cases, it is best to

advise your administrator of your plans.) If these also fail, then the administrator may be brought actively into the picture at which time control of the situation shifts to him. Conferences such as those indicated will be largely ineffective unless the students and parents do the talking. The teacher's role is to guide the thinking of the student and/or parent through skillful questioning so that all develop a clear understanding and acceptance of the problem situation.

Suggestions for correcting the situation are best when they come from the student. This indicates at least partial acceptance by the student of responsibility for creating the problem situation, and a willingness and responsibility for making the necessary adjustments. If student suggestions are not successful, follow-up conferences provide sufficient opportunity for a re-examination of the situation with corrective suggestions

coming from the teacher. This kind of conference procedure treats misbehavior as it should be treated—as an educational problem requiring a solution which, to be effective, must come from the person with the problem. And let us not forget, it is the student who has the problem, not the teacher.

When is Physical Force Justified?

There are, of course, always some exceptional cases where physical force may be needed. These involve situations in which the teacher is being attacked, where other students are in danger of physical harm, or where a student is in danger of harming himself physically. Other than such cases, the use of physical force is apt to be the beginning of the end of effective classroom management for the teacher involved.

In the final analysis, then, teachers should look for and seize upon disciplinary situations as opportunities to develop in students the ability to discipline themselves. The development of the ability of self-discipline is an educational problem to be planned for as carefully as plans are made for teaching about subject matter. There are a great variety of preventive procedures and control measures available for use by teachers. However, the all-important consideration must always be the degree to which the discipline situation is used to further the development of good citizens for a democratic society.

References

- The Administration of the Modern Secondary School.* J. B. Edmonson, Joseph Palmer, and F. L. Bacon. Macmillan: 1941. 659 pp. Chapter X.
- Administrative Practices in Large High Schools.* Newsom, W. N., and Langfitt, E. R. American Book Company: 1940. Chapter XVI.
- Encyclopedia of Educational Research.* 1950 Edition. Monroe. □
- More than half the working people of America today are employed at jobs that did not exist 50 years ago.*



The picture above illustrates complete attention on the part of the students. This is an actual scene snapped unknown to the students in which the student teacher, Richard Waldron of Modesto, California, had dissected the uterus of a cow and was explaining artificial insemination to his students. Interest, thorough preparation, well planned activities, a desirable environment, and enthusiasm of the teacher all are being used to create a learning "climate" in which there is no problem of discipline.

(Photo furnished by Elwood Juergenson)

Your knowledge of your pupils will be reflected in your - - -

Classroom management

CLIFFORD V. BROWN, Principal, Middlesex Valley Central School, Rushville, New York



Clifford V. Brown

ONE of the easiest things for an administrator to do is to criticize the management within a classroom without realizing there are many factors involved in handling a classroom well. Criticism without constructive suggestions shows poor administrative

practice and leads to strained relations between teacher and administrator. If one bears in mind the statement once made by Herbert Hoover about the American boy: "He is part time incarnation of destruction, yet he radiates sunlight to all the world He gives evidence of being the child of iniquity, yet he makes a great nation. Every one of his body cells contains an interrogation point. Yet he is the most entertaining animal in existence," we can see the barriers we have to hurdle to bring all students under good classroom management.

Before we examine closely the management of a classroom let us check on items which go to make-up a classroom. The modern classroom . . . it is four walls, a floor and a ceiling . . . ? Or, is it free space enclosed by those walls? The modern classroom is all of these. And the teacher must determine how best to make use of the floor, walls, ceiling . . . and Space.

An Environment for Activity

Education for today's children is an activity program—"activity" not in the sense of unorganized noise but rather a process that makes use of many avenues of learning—collecting, analyzing, planning, and sharing. In a spacious room the child assumes much of the responsibility for his behavior as well as for the behavior of others. He learns to make choices which will perhaps entail his selection of material with which to work.

Space and furnishings in a classroom are there to meet a single purpose—to aid in developing the education of children. Education is not only the 3 R's but also much *more* that is good for the total pattern of education, i.e., living and working with others in activities which make leadership possible.

But, the most beautiful and spacious classroom in the world will not give the best learning unless there is also in that classroom a teacher who knows how children grow and how each child can be developed. This teacher will organize the work of the classroom in a realistic atmosphere in which children have opportunities to express themselves.

The teacher's understanding of good education for children is reflected in the kind of learning environment which he or she and the children develop together.

Somewhere in one of the articles I recently read I came across the words "classroom climate" which along with the word *atmosphere* mentioned above can be the crux of all classroom management. As this article stated, most classrooms have two climates—one, the accepting of all actions and the other is the "underground." The extent to which a teacher creates a climate of affection, to that extent the students have less need for "underground" activities which many times cause discipline cases.

Now, how can a teacher create this desirable climate so that a student really enjoys himself while learning?

Know the Boy

One of the first ways is for the teacher to be ready to learn from a child. Boys love the fact that they may have had certain experiences which they can bring as a contribution to the subject being discussed in class. This in no way is intended to allow a student to swing a teacher "off on a tangent" by relating some experience in his life unrelated to the subject. Rather the main idea is to facilitate better learning. Unfortunately, education has been and still is too much a "talking" and a "telling" profession. By allowing a student to bring out the large or small experiences as his contribution to the class helps to establish him in closer companionship with his teacher.

Another way of creating a good "climate" within a classroom is to have respect not only for ourselves as teachers but for the boys. How can we have respect for them unless we have self-respect—unless we can accept ourselves? At the same time how can we have respect within the classroom until we respect and accept within reason the many contributions from the boys in their daily work?

If a teacher would have better relationship with his students he must be willing to vie away from the "telling," authoritarian role to the more humble teacher-learner role. It is still hard for some teachers to realize that one can have authority without being authoritarian. This is created mostly by the teacher's show of affection toward each of his students—a way of moving from a type of discipline which is entirely dependent upon external forces to one which develops from warm relationship between student and teacher.

Need for Knowing the Home

Researchers have learned after studying several children which represented all major religions, and many national backgrounds, that some children feel

almost like strangers at home; they go unnoticed as they go about their daily lives, have no vital connections with their parents. Schedules for meals were irregular. For many, the days passed in an unorganized, planless fashion.

By contrast, these researchers found that the school classroom was a place which enriched the children's lives. Here children easily took their places among their own—and had the sensation of "belonging." Because the home gave them so little they readily accepted the experiences offered in place of some home life they wanted to express their feelings, their concern and their interest. They searched for friendship, for the human touch, for intellectual and emotional excitement. The teacher who knows this becomes doubly proud of his classroom. He knows it can be a place where such children lose their loneliness and worries, and, as a result, can buckle down with eagerness and zest to the business of learning.

Classroom "Atmosphere"

In one of the schools in which I taught, a principal stated during one of his faculty meetings that he did not need to go into a teacher's room to observe her teaching—that he could tell what type of a teacher he was by simply passing his door. At that time, I accepted this philosophy, perhaps from the fact that my own nervousness increased if I knew I were going to be observed by the principal. However, since becoming a principal, I do not accept my former principal's statement. Why? Because something is overlooked—*atmosphere*. Certainly, anyone can pass by a door, look in and note the ordinary sights in any classroom—the state of orderliness, activity, and neatness—but there are other qualities which one has to know within a room before judgment can be passed as to the true teaching values of any teacher; namely:

1. A good classroom has a friendly attitude—one in which the teacher and the student have a sense of "belonging" to each other. Each member in the class, whether superior, average, or below average, feels that he is a valued member and not one who either is "gifted" or "inferior."

2. A good classroom expects every child to contribute what he can either in a large or small measure. If such conditions do not exist the teacher can create situations in which the children know that much is expected from them. Even in everyday life most people tend to live up to the expectation people hold for them. When not much is expected of us, we have a tendency not to do much.

3. During the course of the year both the children and the teacher should have clearly in mind how much the class is going to try to accomplish during the year. Naturally, such knowledge has to be pre-planned by the teacher and passed on to the children in such a manner that the children will feel they are very much a part of both the planning and the objectives for the year. If these objectives are clear and challenging, the

(Continued on page 89)

A school experiments

And obtains some promising results

PARKER N. BRIDGES, Guidance Counselor, Wayne Central School, Ontario, N. Y.



Parker N. Bridges

REALIZING that the traditional seven unit Vocational Agriculture Course was not meeting the needs of all our young people, we here at Wayne Central, developed a course called "Agriculture for Rural Living." This was an outgrowth of a series of conferences between the Vo-Ag instructor, the Guidance Counselor, and the Administration.

It was agreed that the objectives of the straight Vo-Ag program were two fold—first, to train future full-time farmers and second, to train those students who continue into higher education and enter the agricultural field on a professional level as an instructor, research worker, county agent and the like. This leaves out the boy or girl who is a rural resident, interested in part-time farming on a small basis, but whose primary source of income is from a job unrelated to agriculture.

A Vo-Ag Program Includes Experiences in Farming

Subscribing to the philosophy of "Learning by Doing," we require that a student, who enrolls in the Vo-Ag program, must be able to obtain bona-fide agricultural experience under actual farming conditions either on his parents' farm or on the farm of someone else who will cooperate with the boy in his program. The Vo-Ag course as it is now set up cannot be successfully passed unless the boy has the opportunity to carry out a considerable program of farming projects. This is in keeping with the present trend of our economy where the actual numbers of farmers are declining steadily while the agricultural surplus keeps building up.

Preparation Needed for Farming is Changing

As we see it here at Wayne Central, the "subsistence" idea is fast fading out of sight in our area as well as throughout the nation. Tomorrow's farmer must be highly skilled technically, must possess keen business ability, must be able to invest large sums of money in his business and must be astute enough to manage all phases successfully. Thus, since the farmer today is playing a faster game for bigger stakes, with greater consequences should he fail, we feel we have an obligation to give the very best training to the ever decreasing number of boys who can become farmers.

This presents an administrative problem. Although Wayne Central has one of the largest Vo-Ag enrollments in the

state, we can foresee the day when it may be difficult to justify the Department in terms of numbers of enrollees preparing for farming. We think we have hit upon a solution.

Serving the Rural Resident

Although numbers of farmers are decreasing, rural residents are moving into our community in an ever increasing tide. Typically, these people are buying a plot of ground, maybe one acre, maybe five acres or even twenty-five acres, and they don't have the slightest notion of how to use this land except that part is needed for building their house. These are "rural residents" who want to learn something about part-time farming such as home gardens, bee-keeping, small poultry flocks, simple plumbing, electricity, etc. In other words, the agriculture needed to serve them is strictly non-vocational.

We have designed a three-year three-unit sequence including such items as mentioned above and others which are appropriate to life in the country. So far (that is, for one year) this course has been very successful. Those students who have taken the course swear by it. We expect it to become one of the most popular courses offered here at Wayne Central.

In summary, this type of program serves to:

1. Fill the need of non-farm boys for agriculture.
2. Help new residents from urban centers adjust to rural living.
3. Bring in some small income on home projects.
4. Fill the need for a program for the slower learner who, for reasons already mentioned, cannot successfully complete the Vo-Ag Course.

Class Management - - -

(Continued from page 88)
teacher and pupils will do their utmost to carry them out with the minimum of trouble.

Classroom Controls

Not much has been said about the word "discipline" which arises in every school. The word, "discipline," has many aspects to its meaning and can be broadly or narrowly interpreted. At this time I am not going to discuss in lengthy terms the type of discipline each teacher should have since discipline can have several meanings, varying from "using the rod" to a "single glance" at the student causing the disturbance.

If a teacher is not sure about his disciplinary measures he might ask himself some questions such as:

1. Should a pupil be evicted from class?

2. Is it best to send all disciplinary cases to the principal?
3. Are there times when a teacher should stand up to a pupil and challenge his actions?
4. Is there any factor present in the classroom which might cause discipline problems?
5. Are there troubles at home which might bring on disciplinary problems?
6. Are disciplinary troubles only caused by the children, or, is it partially my fault with my dull teaching, or allowing too much freedom?

These and other questions, if conscientiously answered by a teacher, will help to eliminate many problems he may have. In fact, if the teacher muses and reflects carefully about his past year's problems it may become clear to him that very often it was not just the child which caused his troubles. He may find those factors within his room—or—to his dismay he might find them within his own teaching.

Winning the Student's Respect

Some teachers never seem to be bothered by the term, *discipline*. My feeling is that those teachers, through many ways—consciously or unconsciously, win the respect of the children. Winning respect of the children to my way of thinking is the key to all discipline problems and good classroom management. As this article is nearing the end let us look at some of the ways teachers can and do win the respect of children, thus, eliminating many current troubles:

1. They provide a challenge to each child in relation to his ambition, imagination, and skill. This challenge should go a little beyond the child's achievement—but not to the impossible. And along with this challenge—encouragement.
2. Reasonableness and fairness. A child recognizes that which is fair and that which is unfair. Children will admire a teacher who is fair to himself, the rules, and to the child himself.
3. Concern for the child—in his work and welfare. If a child sees that a teacher is interested in him it serves to make him work that much harder to gain more favor in the teacher's eyes. Children gain more respect for a teacher who shows concern for their feelings.

4. Provides a cheerful room. Children respect above all a teacher who faces life with good humor and assurance and who can take a joke on himself. There is nothing like a happy, cheerful room to instill confidence in any child.

Even though the above are very valuable, the greatest factor that influences a child to have respect for a teacher is:

5. The expectation that the teacher will make clear the standards which each child is to live up to and at the same time to see that each child lives up to those standards. Such firmness is needed to teach self-discipline but until self-discipline is taught the boy needs to learn it from his "tower of strength"—the teacher.

How would you answer the question . . .

Is problem solving a lost art?

H. A. TENPAS and R. J. AGAN, Oregon State College



H. A. TenPas

IS the teaching of problem solving becoming a lost art among instructors of vocational agriculture? We think it is. Can teacher trainers effectively demonstrate the potentiality of problem solving? Yes!

Perhaps the teacher training staff of this institution appreciates the problem solving method because it has found it a particularly effective means of teaching. Teaching by this method can be ably demonstrated at the high school level when applied to farm problems, but application of this technique is often more difficult on a college campus. It may be more difficult because college students haven't had occasion to become involved with teaching problems. This may be described as not having arrived at a felt need. If problem solving is to be ably demonstrated by teachers of vocational agriculture they must begin to practice this type of thinking as prospective teachers.

It is recognized that the period of training at college is not the basis for all learning, but it is often the trainees' last opportunity for formal preparation before going on the job. Our latest experience often forms the basis for our next action. Therefore, the young teacher often forms habits of teaching based upon the style of teaching received while in college. If problem solving is becoming a lost art in effectively teaching the solving of local farming problems, teacher trainers must set up a program which will demonstrate this technique effectively and provide an environment which will allow students to acquire this art.

Problem Solving Explained

Problem solving as a method of teaching is based on the learner becoming involved in a challenging situation demanding clearly defined action. This concept of learning dates back to the work of Aristotle. Basically, it is the inductive form of reasoning which traces its lineage from the old Greek Master. In both problem solving and the inductive method the learner is presented several specific examples in order that he might arrive at a working rule. The modern problem solving concept of learning is a child of American Civilization. This version differs from the old in that emphasis is not limited to knowledge and clear thinking alone, but also on effective action. Modern educators recognize that total learning is based on feeling, thinking and acting. The Greek Masters often intellectualized only—this led to indecision. Relying on action only leads to exhaustion.

The problem solving method provides a context for effective action based on analyzed feeling and constructive thinking. The product of these is a desirable way of life.

In our present culture, good teaching places much of its emphasis upon freedom, self-reliance, initiative and independent thinking on the part of the pupil and good techniques on the part of the teacher. The solving of problems serves as a mutual medium to utilize these characteristics to the maximum.

Application in Vo-Ag

In vocational agriculture, the problem method concerns itself with experiences and human responses which the potential farmer faces in becoming proficient in the skills required in farming. The teacher is chiefly concerned with how he can adequately join forces with the student in recognizing and solving problems at hand. To fully utilize this joint action, it is necessary to discover and attack worthwhile problems which are a part of the students' activities in his supervised farming program, his FFA organization, his farm shop projects and his community. Centuries ago, Descartes declared that doubt is the beginning of learning. To apply this principle to vocational agriculture, the doubt would need to be about some agricultural problem or issue directly affecting both the student and the teacher.

Application in Training Teachers

All of us have seen examples of effective teaching through problem solving in vocational agriculture. Let's see if we can apply these rules to teacher training.

1. There should be a felt need or difficulty for the student to recognize the problem.
2. There needs to be a goal or desired end and recognized obstacles.
3. The over all problem can then be clarified, defined and isolated.
4. Hypotheses and possible solutions should be formulated.
5. The problem should be broken into its integral parts.
6. A search for facts and information should be made.
7. The hypothesis appearing most worthwhile by mental or overt action should be tested and applied.
8. The ensuing course of action should be re-evaluated and revised.

These show definite relationships between the learner, that which is learned, and the learner's past experiences. Ex-



R. J. Agan

perience plays the role of producing standards of measurement by which the learner may determine the effectiveness of a new learning situation. Problems, to be of value, must evolve from true-to-life situations and the solutions aid the learner by modifying his behavior. Such behavior should be of constructive nature to be a potent social force.

Sources of Problems

The crux of the question seems to be getting active and meaningful student participation in problems while in college. The campus is often remote from the source of the high school problems. One solution is to attack the problems located in the college atmosphere which are similar to those in vocational agriculture. In order for the teacher trainer to do this, he must provide an environment which encourages student as well as teacher participation.

At Oregon State College in the department of agricultural education student committees are organized to assist the teacher training staff in:

1. *Selecting and interviewing* college and high school pupils for prospective teachers. Past experience in agriculture, above average scholarship and rural leadership activities are factors considered for selection. Often these students have actual or related experiences in attacking farm problems.

2. *Offering training and participating* experiences in self, classmate and teacher evaluation. Thus prospective teachers recognize problems which exist early in their college career by actively participating in teaching and learning. This may mean that the trainee teaches some of the technical and professional classes in which he is enrolled in college, under supervision, and receives criticism from his classmates or fellow trainees as well as the supervisors. He should also have the opportunity to assist in making out examinations and other evaluation devices. He should receive experience in evaluating the classwork of his peers and his own work in the classes. The student should be able to compare his self evaluation with the evaluation given him by his classmates.

3. *Stressing* both scientific and artistic phases of teaching. Special sections in technical courses as well as in teaching methods courses are made up, composed largely of majors in agricultural education. This is done with a point of view of how the subject is related to the problem of teachers of vocational agriculture and how this technical material is best taught to others.

4. *Supplementing* technical agriculture and methods courses with training in related areas; offer experiences and participation in Collegiate FFA, administrative procedures, public relations, as well as courses in related sciences and social science.

5. *Providing* September experience for sophomores and juniors in the curriculum whereby they become acquainted with the problems of starting school in the fall and getting a program of instruction in vocational agriculture under way.

(Continued on page 94)

Providing a background for learning

R. H. TOLBERT, Teacher Education, The University of Georgia

If the teacher of agriculture expects to do good teaching he must provide a good background for learning. Findings of psychologists and the experiences of successful teachers lead us to believe that there are certain practices which contribute to successful teaching and desirable learnings. The following are believed to be practices which tend to provide a good background or foundation for good teaching as it applies to in-school boys:

1. *Developing a thorough understanding of the boy, his family, and his farm situation.* Regarding the importance of this practice, Dewey says: "The more a teacher is aware of the past experiences of students, of their hopes, desires, chief interests, the better will he understand the forces at work that need to be directed and utilized for the formation of reflective habits." Knowledge of the boy and his environment as a basis for such understanding should include such things as his age, his interests, his health, his social adjustment problems, his other-than-school duties, the conditions within the home and around the farmstead, as well as a somewhat thorough knowledge of the farm and its operations. The teacher should keep in mind, however, that certain facts of a personal nature need not and should not be gathered as one would take a census, but with the realization that a boy and his family are always more than a personnel folder and their private lives should be treated as such.

2. *Establishing functional supervised farming programs.* A good program of

learning in vocational agriculture is built around functional supervised farming programs and group problems which definitely emerge from the local FFA program of work. As someone has said, "Individuals learn to make decisions only as they face situations in which they must make decisions." The boy with a functional supervised farming program faces situations in which decisions must be made to bring his on-going farming program to a successful outcome. As a member of the FFA group, problems emerging from an on-going program of activities may need to be dealt with as a part of the instructional program. Yet, for most boys to have real problems in supervised farming, special and definite provisions must be made for them through three-way agreements between the boy, the parents, and the teacher. This agreement is too important to be left to the boy and his parents in the teacher's absence, for the following reasons: (a) certain aspects of the resulting supervised farming program may not be representative of the farm; (b) certain needs which should be met through the supervised farming program are likely to be omitted; (c) certain items in the program are not likely to be as educative as others which could be included and in which the boy could be just as interested; (d) the boy is likely not to provide adequately for the responsibility of handling the supervised farming program as his own affair; (e) the program of financing is not likely to be adequately taken care of; and (f) the teacher may find himself handicapped in attempting to help the boy deal with problems in the supervised farming

program which he himself does not know first hand.

3. *Establishing a sound program of human relations with the boy and his parents.* If good teaching is to be the teacher's aim, he must also set as his goal that of revealing to each boy and his parents through a functioning program of vocational agriculture that he is genuinely interested in them and their welfare. Human relations is extremely important in teaching. How the boy feels about his teacher and vocational agriculture has much to do with the amount and quality of learning. The individual who is to do good teaching must love people. He must be able to recognize the worth of each individual with whom he works. In spite of the kind of home background a given boy has, the teacher must somehow come to see good in such an individual if he expects to teach him. The teacher must, through his deeds, show his interest in the individuals enrolled in vocational agriculture. One means of showing such interest is to visit the homes of the individuals. Yet a recent study in Georgia shows that about one out of six all-day boys is not visited at all in a given year, and that almost one out of three is not visited more than once. Interest must be shown in a development of an understanding of the individual home-farm situations and the people who make up those situations. Above-average amounts of time, effort, and imagination on the teacher's part may be needed to help set up good, functional supervised farming programs with some boys, even those who should, by acceptable standards, be in a program of vocational agriculture. Yet time so spent may be justified not only to assure good, functional supervised farming programs but also to provide a good learning environment through the manifestation of our interest in the boy. □

¹ Dewey, *How We Think*, p. 36

Changes in the magazine staff

Garris Becomes Acting Chairman



E. W. Garris

E. W. GARRIS, head of the Department of Agricultural Education, University of Florida, resumes the chairmanship of the Editing-Managing Board for the current year by reason of the unprecedented situation brought about by the resignation from the

Board of Earl H. Little of New Hampshire. Garris was the Board Chairman last year through the normal process of succession prescribed in the operating policies for the Agricultural Education Division of the A.V.A. His membership on the Board at this time results from a reappointment made last spring in the Southern Regional Conference for a

second four-year term as Regional Representative. It is assumed that the normal process of succession to the chairmanship will be resumed next year.

This announcement supplements and brings up to date an announcement made in the August issue regarding changes in the Magazine staff. □

Snell Replaces Little on Editing-Managing Board



John A. Snell

JOHN A. SNELL, Director of Agricultural Education, Maine State Department of Education, with headquarters in Augusta, Maine, has been named to complete the unexpired term of Earl H. Little of New Hampshire as North Atlantic Regional Representative on

the Editing-Managing Board of the *Agricultural Education Magazine*.

Snell was graduated from the University of Maine in 1927 with a Bachelor of Science degree in Agriculture. His first experience as a Vo-Ag teacher occurred at Monmouth, Maine. He then moved to Hampden, Maine, where he remained until 1947, serving for the last ten years of his tenure at Hampden as both Vo-Ag instructor and principal of the Academy. In all, he taught Vo-Ag for twenty years.

Director Snell earned the Master of Education degree in the School of Education of the University of Maine in 1945. He became Assistant State Supervisor for Agricultural Education in 1947 and moved up to his present position a year later. He has represented the North Atlantic Region on the Board of Trustees for the Future Farmers of America Foundation and presently is serving as chairman of the Regional Conference committee on Administration and Supervision. □

Copies of the September issue of the Magazine were made available to all trainees for whom orders were received from Heads of Teacher Education.

News and Views of the Profession

M. D. Mobley Honored



M. D. Mobley

DR. M. D. Mobley, Executive Secretary of the A.V.A., was presented with an outstanding service award by Michigan State University in July, as part of the observance of the institution's 100th birthday. The citation read as follows:

"Through your vigorous leadership at state and national levels, opportunities for vocational education have been extended for youth and for adults. You have contributed to the professional advancement of educational personnel and to the increasingly high level of excellence of the research and literature in your field. For these achievements, Michigan State University presents to you this Centennial Award."

Born on a farm in Paulding County, Georgia, Dr. Mobley earned his B.S. degree at the University of Georgia and an M.S. at Cornell University. Piedmont College paid tribute to him with an honorary degree of Doctor of Laws in 1945.

A past President of the A.V.A. and the National Association of State Directors of Vocational Education, he was cited as the "Man of the Year in Agriculture" by the *Progressive Farmer Magazine* in 1941. In 1950 he was the first educator and the seventh person in the nation to receive the American Forestry Association's Conservation award.

Dr. Mobley is well known among all workers in Agricultural Education, not only because of his present untiring efforts in behalf of Vocational Education but also because of his earlier contributions to vocational agriculture in Georgia and throughout the nation. He still regards his part in the development of the Georgia State FFA Camp as a major achievement of his career. Annually, the camp offers vacations for more than 3,000 farm boys and girls. □

Special Resolution*

WHEREAS, Dr. Wilbur F. Stewart has for 38 years provided unexcelled leadership and service in agricultural education;

WHEREAS, he has made outstanding contributions to teacher-training programs in the Southern Region through the graduate program at Ohio State University and

* This resolution was passed in the annual Regional conference of Teacher Trainers and supervisors in the Southern Region, with a request that it be published in *Agricultural Education Magazine*.

WHEREAS, his philosophy and concept of programs of agricultural education have indirectly affected the lives of thousands of farm youths and adults through the graduate students from the Region;

THEREFORE, BE IT RESOLVED THAT:

We, the members of the Southern Regional Conference in session at Memphis, Tennessee, March 29, 1955, express appreciation to Dr. Stewart for the many years of leadership, inspiration, and service to agricultural education workers;

BE IT FURTHER RESOLVED that we express our appreciation for his persistent efforts in behalf of good teaching and thinking at all levels of agricultural education;

BE IT FURTHER RESOLVED, that we express appreciation for his continued interest and promotion of meaningful research at all levels of agricultural education;

BE IT FURTHER RESOLVED, that we express appreciation for his many contributions to the FFA as a means of furthering the desirable learnings in Vocational Agriculture;

BE IT FURTHER RESOLVED, that we express appreciation for his contributions to agricultural education through the *Agricultural Education Magazine* as Editor and Managing Editor and contributor through the years. □

J. L. Perrin

IT IS with deep regret that we announce the death of Mr. J. L. Perrin, Asst. State Supervisor of Agricultural Education. Mr. Perrin was killed the afternoon of August 7, in an automobile accident in which Mrs. Perrin was seriously injured. Survivors include his only daughter Mrs. W. C. Bunyea, and three grandsons.

A native of Missouri, Mr. Perrin held both the Bachelor's and Master's degree from the University of Missouri. He taught vocational agriculture a number of years and served for six years as State Supervisor in Missouri. Other service included a year as Farm Land Appraiser for the Federal Land Bank, St. Louis, three years as National Defense and War Training Supervisor, U. S. Office of Education, Washington, D. C., and four years as Supervisor of Training Officers on Farm and on Job, Veterans Administration, Roanoke, Va.

Mr. Perrin had held the position of Assistant State Supervisor in New Mexico since April, 1949, and was known throughout the State. He was Executive Secretary of the New Mexico Association of Future Farmers of America and editor of the state FFA magazine, "The Sunshine Future Farmer." Mr. Perrin's death is a great loss to agricultural education.

Little Becomes State Director



Earl H. Little

EARL H. Little, formerly Director of Agricultural Education in the State of New Hampshire has assumed the position in the State Department of Education of Chief, Vocational Division and State Director of the New Hampshire Technical Institutes.

Mr. Little succeeds John P. Walsh who resigned to accept the position of Chief, Trade and Industrial Education Branch, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C.

Mr. Little graduated from the College of Agriculture, University of New Hampshire in 1923 and earned his Master's Degree at Cornell University in 1936. He was a teacher of agriculture for seven years in the public schools of New Hampshire. Appointed to the position of Director of Agricultural Education in the State Department of Education on November 1, 1930, he served in that capacity for nearly twenty-five years.

In addition to the duties of Director of the Vocational Agriculture program in the State, Mr. Little served as Teacher Trainer at the University of New Hampshire until a resident Teacher Trainer was appointed; as Adviser to the Granite State Association of Future Farmers of America; State Supervisor of Food Production War Training Programs during the War years; State Supervisor of Institutional On-Farm Training for Veterans; and Acting State Supervisor of Distributive Education.

Mr. Little also served a two-year term on the National Board of Directors of the National Organization of Future Farmers of America; Chairman of the Program Planning Committee of the North Atlantic Regional Conference; and a member of the Managing-Editing Board of *Agricultural Education Magazine*, representing the North Atlantic Region.

Lampo Enters New Field



Maxwell Lampo

MAXWELL Lampo became associated with Neosho (Missouri) Nurseries as a production man last July 1. Max is well known among members of the NVATA, having served the organization in various capacities since its beginning. He also has served as a Special Editor of the Magazine representing NVATA. His resignation as Vo-Ag teacher at Neosho brought to a close 15 years of Vo-Ag teaching.

Ohio Has Two New Staff Members in Agricultural Education



Lowery Davis

TWO new staff members have been appointed to the Department of Agricultural Education effective July 1st. Lowery Davis of Auburn, Alabama, is to serve as an instructor and replaces Dr. W. F. Stewart now retired. Mr. Davis taught vocational agriculture for six years in Alabama and served for two years as a cooperating teacher associated with Alabama Polytechnic Institute from which he received both his Bachelor and Master's degree. During the past year he was a graduate assistant in Agricultural Education at Ohio State University where he is pursuing his Ph.D. degree. He is married and served for three years in the armed forces.



Edwin L. Kirby

Edwin L. Kirby is an Associate Professor who will teach courses in Agricultural Extension which have been transferred to the Department of Agricultural Education. He likewise will give leadership to the development of an apprenticeship program in agricultural extension which will be coordinated with apprenticeship in vocational agriculture. Mr. Kirby has served as a teacher of vocational agriculture for four years. He was a County Agricultural Extension Agent, assistant 4-H Club leader and a District Extension Supervisor. He is married, has two children and served for three years in the armed services. Mr. Kirby received his Bachelor's degree from Ohio State University and Master's from Cornell University, where he is also pursuing his Ph.D. degree.

Joins Staff in New York



Dr. F. K. T. Tom

DR. Frederick K. Tom joined the teacher training staff in agricultural education at Cornell last September. Dr. Tom comes from Hawaii where he taught vocational agriculture for over six years before entering graduate study at Cornell in 1951. He obtained his B.S. degree at the University of Hawaii in 1942. Both his M.S. and Ph.D. degrees were earned at Cornell in 1952 and 1954 respectively.

Dr. Tom's teaching experience in Hawaii was interrupted by military service during the period 1944-46. He became an administrative non-commissioned officer while serving in the China theater of the second world war. Following his graduate study he returned to Hawaii to resume teaching in the schools there and was recalled to his present position.

Gray at Texas A. & M.

DR. Jarrell D. Gray joined the Department of Agricultural Education at Texas A. & M. College, July 1.

Dr. Gray received the M.S. degree from the University of Arkansas in 1950. In June of 1955, he received the first Doctor of Education degree with emphasis on Agricultural Education offered by that institution.

After receiving the B.S.A. degree in 1947, he was employed to teach vocational agriculture at Jacksonville High School, Jacksonville, Arkansas. He remained at Jacksonville for six years, after which he enrolled at the University of Arkansas for the purpose of completing work toward the doctorate degree.

During his work at the University, Gray was active in student organizations—Phi Delta Kappa, Kappa Delta Pi, and Alpha Tau Alpha. He is a charter member and the first president of Chi Chapter of Alpha Tau Alpha, National Honorary Professional Agricultural Education Fraternity on the University campus.

Gray served as Graduate Assistant in the Department of Vocational Teacher Education during the school years of 1953-54, and 1954-55. He did summer work at Pennsylvania State University and Cornell University. His dissertation dealt with "The Formulation of a Method for Reimbursing Local School Boards in Arkansas for Salaries and Expenses of Teachers in Vocational Agriculture."

Andrew Appointed in New Hampshire



Neal Andrew

COMMISSIONER of Education, Austin J. McCaffrey announced the appointment of Neal Andrew, Jr., 30, of New Boston to the staff of the Vocational Division of the State Department of Education as of last July 15, to serve as Director of Agricultural Education succeeding Earl H. Little, recently named Chief of the Vocational Division and Director of New Hampshire Technical Institutes.

Mr. Andrew is a graduate of the Teacher Training Curriculum, College of Agriculture, University of New Hampshire and for the past five years has been employed by the School District of New Boston as a Teacher of Vocational Agriculture. For three of

the five years he has, in addition to his duties as teacher of agriculture, been Principal of the High School. He is a candidate for the Master's Degree in Agricultural Education in the Graduate School at the University of New Hampshire.

Born and reared in the town of Canaan, New Hampshire, Mr. Andrew attended the public schools of Canaan, married Elizabeth Williams of Grafton and has two children.

Evaluation of Student Teachers' Conference

J. N. WEISS, Teacher Education
University of Illinois

MOST people can look back and definitely name certain individuals in the school or family that influenced them to enter their chosen profession. The choice of an educational institution was oftentimes based on cost of attendance or personal interest because of knowing a staff member or local resident in the campus town. After four years of academic exposure in one locale, an individual is pretty well steeped in the ideas, methods, practices, and mores that prevail in the region which this school serves. It is little wonder then, when an opportunity to get first-hand information about other sections of the country presents itself, it is a somewhat thrilling experience. The National Student Teachers' Conference, combined with all the activities of the National FFA Convention at Kansas City, Mo., provides just that.

In a survey of students from all sections of the country who had attended this conference, the response was highly indicative of a broadening concept regarding agricultural education and the responsibilities of a teacher of vocational agriculture.

With slight paraphrasing to eliminate repetition, the following quotes indicate the reaction of some of those in attendance. It gave an opportunity to:

1. "Meet and discuss problems in agricultural education with student teachers, teacher-trainers, and supervisors from different areas of the United States."
2. "Exchange ideas with teachers of vocational agriculture from the various states."
3. "Become acquainted with leaders and authors in the field of agricultural education."
4. "Learn about new projects, plans, and procedures used in different phases of the program."
5. "Opportunity to meet and talk with successful teachers from most every state who have made teaching of vocational agriculture a career for themselves."
6. "Observe the outstanding FFA members in action during their National Convention."
7. "Study the outstanding FFA programs of work entered in the National FFA Chapter Contest."

(Continued on page 94)

THE DADEVILLE FARMER

"Published in the Interest of Better School-Community Relations"

Vol. 1: No. 8 Vocational Agriculture Department, Dadeville, Mo. April, 1955

The "banner" of the paper published by the Dadeville FFA Chapter

Vo-Ag Department Publishes A Community Paper

(The following was taken from an article prepared by Bill Snyder, Springfield News Leader, which also appeared in the Missouri Future Farmer)

Everybody in northeastern Dade county is talking about that area's new and only newspaper, "The Dadeville Farmer." It is the newest project of the Dadeville High School's FFA Chapter and the boys are applying themselves to news-getting and ad-selling with the same energy and enthusiasm that has made them perennially formidable in FFA competition.

The people of this 100-square mile area are going to get the news once a month—not just school news but whatever may be of interest to the whole community. For instance, the first issue of "The Dadeville Farmer" published in September carried an article on the drought, on the government feed program and on ASC payments, in addition to items of school interest. In October, ministers of the community began contributing religious articles. A guest editor has been chosen for each issue. He will contribute an article regarding his particular field of work which will be of interest to the community.

Can the youngsters sell ads? The story is told that an insurance salesman took a few moments to sell Carl Speight, 16, some insurance. When the salesman left, however, Carl had sold him an ad in the "Farmer." Ads have also been sold in Springfield, Lockwood, Bolivar, Ash Grove, and Stockton.

The circulation of "The Dadeville Farmer" is about 500.

Subscriptions have been sent to Korea, Alaska, California and many other places in the United States.

Dadeville is the only high school agriculture department in the nation putting out a community newspaper according to a letter C. W. Sanders, Vocational Agriculture instructor, received from the Scholastic Press Association in New York. Sanders figures the boys should clear \$500.00 or \$600.00 on the paper in a year's time with the response the publication is getting in the community. The profits from this newspaper will be used for the improvement of the Dade-

vile Vocational Agriculture program.

"The Dadeville Farmer" was entered in the 31st National Columbia Scholastic Press Contest and was awarded 1st place in the Offset Printed School Magazine Division for all Senior High Schools.

Much of the success of the paper, according to Sanders and Carl Weber, Editor, is actually due to the enthusiastic support given by the Superintendent of Schools, R. L. Lynn. He is always a loyal supporter of the FFA and Vocational Agriculture program.

Is Problem Solving - - -

(Continued from page 90)

6. Utilizing supervising teachers for student teaching who are apt in problem solving techniques and have been able to solve their own problems effectively. Not all problems are solved—some are resolved. To give the new teachers experience in problem solving, the supervising teacher must have demonstrated this technique effectively.

7. Coordinating the work of the teacher training staff closely with the work of the staff in order to keep students currently informed of problems which occur in the field, methods used to attack such problems and conclusions reached by the state staff.



Don Huchteman, 16, photographer for the Dadeville Farmer, snaps picture of a fellow Future Farmer—sophomore Charles Slagle, 16, at work on a Chapter project, the beautifying of the grounds adjacent to Dadeville High School. Slagle is riding the tractor. At the left end of the picture is C. W. Sanders, Jr., Dadeville's vocational agriculture instructor and on the other side of Slagle is Superintendent of Schools, R. L. Lynn.

8. Seeking and accepting satisfactory placement. During and after the term of student teaching, the trainee and the teacher trainer should very thoroughly attack the problem of where and how can the trainee best teach vocational agriculture.

9. Follow-up of the first and second year teachers, thereby providing opportunity for students of the teacher training institution to become acquainted

Evaluation of conference - - -

(Continued from page 93)

8. "Discuss informally the problems encountered by the Star Farmers of America."
9. "Discuss informally the techniques and procedures used by the Regional Winners of the National Public Speaking Contest."
10. "Discuss with the FFA Chapter advisers of Gold Emblem Chapters plans used in developing local programs of work which merited national recognition."
11. "Get acquainted with educational values which in turn can be passed on to FFA members in future years."
12. "Hear distinguished speakers with national reputations." Such notable persons as President Dwight D. Eisenhower, Ezra T. Benson, Oveta Culp Hobby, and His Excellency A. D. P. Heney, Canadian Ambassador to the United States, have appeared on the FFA Convention program.
13. "Receive inspiration and enthusiasm for teaching vocational agriculture and guiding the local activities of the Future Farmers of America."
14. "Attend the Alpha Tau Alpha Clave, the National Student Teachers' Conference, and the National FFA Convention, all of which are closely correlated and held in Kansas City concurrently."

In other words, this gathering is an eye-opener to prospective teachers of vocational agriculture. They get an appreciation here for the vastness of the agricultural education program over and above anything they could ever acquire from the printed page. An atmosphere of inspiration prevails that exceeds any that individual instruction can impart.

There is an innate feeling of pride instilled in the belonging to such a professional group that excels anything received in classroom routine.

After four years of study in the teacher training curriculum, there is no better place to crystallize their educational views and ideas than at a meeting such as is being held at Municipal Auditorium in Kansas City, Missouri, October 11 and 12, 1955. □

with local problems in agriculture as well as the problems of beginning teachers. Trainees participating in this plan may enroll for a course with some such title as "Extension Course in Teacher Training" and make trips with the staff to visit teachers in the field to observe problems and procedures in solving them. These visits to departments throughout the state also form the core or basis for further college training as the new students arrive.

The degree to which teacher trainers are effective in demonstrating the procedure and art of problem solving depends upon a favorable environment, successful student participation, cooperative relationship, and guided application. □

◀ TIPS THAT WORK ▶

Informing Your Legislators



Grant H. Mauchley

HOW many of our Legislators are acquainted with our Vocational Educational Program? If you shop around among our legislators you will find they know very little regarding objectives of Vocational Education in our present day High Schools.

Previous to the call of our last Utah Legislature, we were asked to inform our local senator and representatives about the Vocational Program in our school. At first thought this seemed like a large obstacle to hurdle. Much thought and consideration was given as to the proper approach. Where should we begin? Where shall it be held? Whom shall we invite? These were a few of the problems.

A meeting was called of all of the Vocational Instructors in our school. Our High School Principal was asked to send letters of invitation to our Senator, Representatives, Superintendent and his assistant, Advisory Council Chairman, President of our P. T. A., and President of our School Board.

Through the excellent cooperation of the Industrial Arts, Homemaking, Farm Mechanics, and Vocational Agricultural Departments this dinner meeting was held in our Home Economics Department. The dinner was prepared and served by a few of the Home Economics girls. There were twenty-five people in attendance, including 100% of the legislators from our district.

Each Vocational Department was represented by a student speaker telling of the aims, purposes, accomplishments, and opportunities afforded students registering in these different Departments. Our Young Farmer and Adult Programs were also represented by a speaker explaining our Out-of-School Program and what is offered in each. The student speakers also told of a few experiences of their own and what the particular department that they represented really meant to them personally. Each one of the students did an excellent job in presenting his program to the legislators.

The Utah State Department Film on Vocational Education in Utah was then shown to the group. This concluded our planned program, but the Senator asked if he could be the mouthpiece for the legislators. He spoke for a few minutes on the opportunities of the Vocational Program in our Colleges as well as in our High Schools. He stated that, "this is the only meeting that I have been asked to attend of this type that gave such concrete facts and information on

BOOK REVIEWS

THE STOCKMAN'S HANDBOOK by M. E. Ensminger, illustrated, pp. 598, published by The Interstate, Danville, Illinois. Educational List Price, \$6.50.

According to the author, "*The Stockman's Handbook* is intended for stockmen, for those who counsel with stockmen, and for teachers in animal agriculture everywhere. It covers the broad field of animal agriculture, concisely and completely, and wherever possible, in tabular and outline form"

This is indeed a large book covering a lot of territory. Major sections of the book are as follows: Breeding Livestock; Feeding Livestock; Pastures; Hay; Silage; Management; Buildings and Equipment; Animal Health; Disease Prevention, and Parasite Control; Selecting and Judging Livestock; Fitting and Showing Livestock; Marketing Livestock; Meats; Classes and Grades of Wool and Mohair; Laws on the Livestock Farm; Breed Registry Associations; Breed Magazines; Where to go for Help; the Stockman's Book Shelf; and Weights and Measures.

This book probably comes as near to being an encyclopedia of information pertaining to raising livestock as there is. The information is, as indicated by the author, presented in as brief a form as possible making use of many tables and charts. Figures and other illustrations are used freely where needed to clarify points or to present information which cannot be easily presented in written form. Two pages of references are included as a separate section of the book. Teachers should find the book

our Vocational Program or any other school issue in our state." He also stated, "the group representing our district to the legislature had been very well informed and impressed by our meeting and that we could stand assured that they were 100% behind our program."

There was a very close feeling of friendship and cooperation at the end of the meeting. Each one of the Legislators came up individually and thanked us for the opportunity and courtesy extended to them in becoming better acquainted with our Vocational Program. The Assistant Superintendent and the President of the Board expressed their feeling that our little informative meeting had done us more good than all the "High Pressure" lobbying we could have at the State Capital during a legislative session.

This is one approach that we felt was successful. **LET YOUR LEGISLATORS KNOW WHAT YOU ARE TRYING TO ACCOMPLISH. I CHALLENGE YOU — INFORM YOUR LEGISLATORS—THEY APPRECIATE HAVING BOTH EYES OPEN.**

GRANT H. MAUCHLEY
Voc. Ag. Instructor
North Cache High School
Richmond, Utah

very useful as a supplemental reference. Its major limitation is similar to that of any compilation of information about such a vast array of topics—that definite limitations are placed on the amount of discussion regarding the "why" of what is presented.

The author, E. M. Ensminger, is presently Chairman of the Department of Animal Husbandry at the State College of Washington. He has written five other books in animal agriculture.

—A.H.K.

STARTING TO FARM by Ward P. Beard, second edition, illustrated, pp. 331, published by The Interstate, Danville, Illinois. List Price, \$2.75

Teachers of vocational agriculture will be happy to see this revised edition of a familiar book. The following list of chapter titles is included for those who are not acquainted with *Starting to Farm*: A convertible or a pick-up truck? A boy's wants, Vocational agriculture speeds the process of getting into farming, Climbing the agricultural ladder, Farming programs in vocational agriculture, Starting a farming program, Selecting projects, Making arrangements for a farming program, Figuring it out ahead of time, Making job plans, Setting up standards for a farming program, Keeping the score, Carrying out a farming program, Looking ahead.

This book is well illustrated throughout. It is written especially for boys in an easily read style. Teachers should find it especially useful with freshmen classes, although some parts of the book should be useful with older groups. Not only will this book help young boys understand the what, the how, and the why of farming programs, but it should also help to inspire them to do the best job of which they are capable.

Ward P. Beard is Assistant Director, Vocational Education, formerly Regional Agent, Agricultural Education, U. S. Office of Education.

—A.H.K.

COMMERCIAL MUSHROOM GROWING by M. H. Pinkerton, illustrated, pp. 223, distributed by John de Graff, Inc., New York. Price: \$4.50.

This book was first published in 1954 by Ernest Benn Limited, Great Britain. It was written by a commercial mushroom grower in England for commercial mushroom growers. The author states that the book is not a good book for the amateur. The methods recommended are too scientific and exacting for the person growing mushrooms as a hobby. The author has attempted to deal with every aspect of mushroom growing as briefly as possible, yet providing an accurate of the latest methods. He has tested all methods advised on his own farm and has found them satisfactory.

M. H. Pinkerton, the author, has been growing mushrooms since 1934. He is now working principal of his family's market-growing business and a mushroom laboratory, besides running two further mushroom-growing concerns.

—A.H.K.

Stories In Pictures



Members of Wareboro, Ga., Vo-Ag class work in 10-acre school demonstration forest. There are fifty schools in South Georgia with similar demonstration forests, all operated on lands leased for ten years. This is a cooperative project between vocational agriculture and the Union Bag and Paper Corporation to provide boys with experiences in forestry jobs and the opportunity to observe the results of thinning, burning and reforestation.



Holland Ware of Hogansville, Georgia, became interested in forestry during first year of Vo-Ag. He invested his earnings in a hundred acres of newly planted forest land, planted to seedlings, and began a management program on a tract of family timber. In his improvement cuttings, he removed hardwoods used amate to prevent sprouting from the stumps.

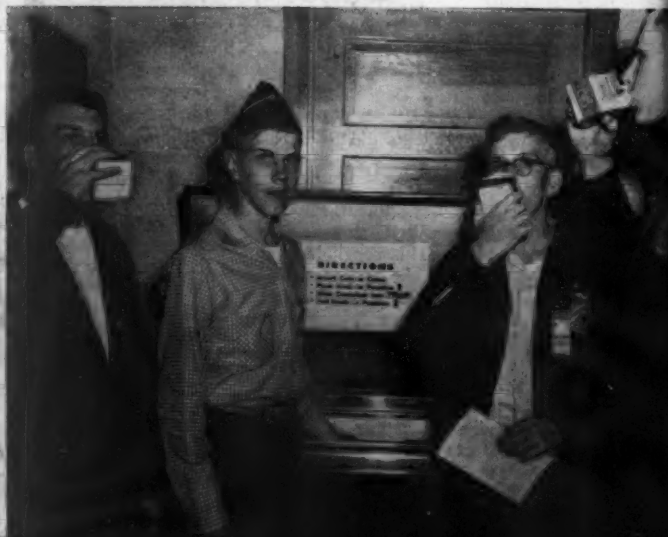
A camera can be an important piece of equipment for a teacher of Vocational Agriculture. Three Ohio teachers who were enrolled in a course on teaching aids at Ohio State University are comparing notes on their equipment. Left to right are Stanley Sharp, G. W. Burkhardt and A. B. Lewis. (Photo furnished by J. C. Woodin)



A Senior student in Agricultural Education in Colorado assists and advises two Vo-Ag students in their record keeping and planning of their supervised farming programs. This is taking place under the watchful eye and guidance of the supervising teacher. The activity involved is one of the most important phases of the student teaching program since it involves such an important part of a farmer training program. It is a real test of how well the teacher understands his pupils. (Photo furnished by Wm. Paul Gray)

Given a jeep by his father, equipped it with fire-fighting equipment like that used by Georgia Forestry Commission jeeps, and has helped more than 200 woods fires in a four-county area. During fire seasons, Holland daily drives over the family property to guard against forest blazes. His efforts earned him Georgia's FFA forestry award for 1954. Neal is his teacher.

These FFA boys and their fellow-members of the Iowa Association of Future Farmers are at this milk machine a gathering place in the Convention hall during the annual State meeting of the Association held at Co Bluffs last spring. Enjoying ice-cold milk are, left to right, Earl Wilson, Albin; Don Bill Miller, and Louis Burman all of Hampton. Allen H. former Vo-Ag instructor and promotion secretary for the Dairy Association, assisted in curbing the dairy dispenser machine. (Photo furnished by Dale W. Miller, Hampton, Iowa)



aring
by
s w
odi

the
-fig
by
sider
ad
res
ng
y
to
CA
W
r.

air
a A
t
ath
hall
men
C
ing
o
n
arm
H
and
he
d
ser
N.